DOCUMENT RESUME

ED 344 600 IR 054 003

TITLE	Star Struck.
INSTITUTION	British Columbia Teacher-Librarians' Association.
REPORT NO	ISSN-0381-6028
PUB DATE	Dec 91
NOTE	221p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Collected Works - Serials (022)
JOURNAL CIT	The Bookmark; v33 n2 Dec 1991
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Conferences; *Course Integrated Library Instruction; Educational Change; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Interdisciplinary Approach; *Learning Activities; *Learning Resources Centers; Library Role; School Libraries; Science Education; Worksheets
IDENTIFIERS	Teacher Librarians

ABSTRACT

The professional journal of the British Columbia Teacher-Librarians' Association (BCTLA), The Bookmark is intended to: (1) serve as a communication vehicle for ideas, trends, and new developments in the field; (2) support a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching; (3) disseminate information on British Columbia learning resources; and (4) promote reading and the development of literature appreciation. The theme for this issue, "Star Struck," is an attempt to link disciplines and reflect the interdisciplinary approach of much of the Year 2000 initiative. The theme section contains six resource-based units, a science fiction bibliography, a guide to resources available from NASA (National Aeronautics and Space Administration), guidelines for integrating the space theme across the curriculum, and a description of the production of a fairy tale newsletter. Materials provided for each unit include learning activities, instructional materials, and lists of resources. Topics covered include mythology (grade 7); the solar system (grades 2-3); dinosaurs (grades 3-4); biographies (grade 7); astronomers and their discoveries (grade 8); and astronomy (secondary students). Also featured in this issue are summaries of 25 presentations at the 1991 BCTLA conference, and articles and reports on managing language arts, primary program and intermediate program paperbacks; the Southern Interior Telecommunications Project; patterns of change in teacher-librarianship; and a learning and working conditions survey. Also included are chapter reports, directories, nine regular features, and a number of announcements. (DB)

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ED344600

December 1991
Volume 33 Number 2
ISSN 0381-6028

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BCTLA

THE BOOKMARK

STAR STRUCK

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Burnaby, BC V5J 2Z4
H: 438-6269
S: 420-3619
FAX: 420-1294

VICE-PRESIDENT & CHAPTER RELATIONS
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H: 562-7125
S: 962-6911

TREASURER
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V1Y 7R2
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V2J 3H7
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PUBLICATIONS COORDINATOR
Diane Ginther
13882 Malabar Avenue
Whiterock, BC
V4B 2X9
H: 531-4100; S: 736-0344

CONTINUING EDUCATION CHAIR
Marilyn Hannis
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H: 432-7905
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LIAISON CHAIR
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WORKING & LEARNING CONDITIONS CHAIR
Roberta Mulhern
Site 5, Comp. 9, RR 2
Kelowna, BC V1Y 7R1
H: 765-6238; S: 768-7662

OTHER COMMITTEES & CONTACT PEOPLE

BCTLA REVIEWS EDITOR
Dianne Driscoll
816 Alderside Road
Port Moody, BC
V3H 3A5
H: 469-1990
S: 936-7205

REVIEWING SERVICE COORDINATORS
Penny Haggarty, Debra Simmons
& Val Hamilton
Curriculum Resources
Processing Centre
2530 East 43rd Avenue
Vancouver, BC V5R 2Y2

ARCHIVES CHAIR
Gordon Stubbs
4830 Osler Street
Vancouver, BC V6H 2Y7
H: 738-0954

CSLA CONTACT PERSON
Joan Harper
106 — 2250 West 43rd Avenue
Vancouver, BC V6M 2E3
H: 266-4958; W: 228-5220

UBC CONTACT:
Anne Clyde
Language Education Dept.

UVIC CONTACT:
Don Hamilton, W: 721-8269

BOOKMARK EDITORIAL BOARD:
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STATEMENT OF PURPOSE

The Bookmark is the professional journal of the British Columbia Teacher-Librarians' Association. As such it: 1) acts as a communication vehicle for ideas, trends and new developments in the field; 2) supports a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching; 3) disseminates information on British Columbia learning resources; and 4) promotes reading and the development of literature appreciation.

IN CIRCULATION

by **PATRICIA FINLAY**, BCTLA President

Star Struck - the B. C. T. L. A. has so many stars to recognize!

...thanks to all the stars on the conference planning committee. Over 600 delegates from B. C. and across Canada attended Bridging the Millennium at Whistler. Everyone enjoyed an excellent program in a lively and welcoming atmosphere. This conference has set a standard that will be a challenge to match. I take this opportunity to acknowledge the outstanding contributions of the three co-chairs of the conference - Trish Maskell, Jo-Anne Naslund and Angela Thacker. Under their guidance each of the sub-committees kept on task, on time and on target!

...thanks to all the stars on the executive board for whom the hours at Whistler were especially busy. On election night while most participants were gathered around the TV sets the executive board was gathered around the meeting table with representatives from the Learning Resources Branch of the Ministry of Education. It is very encouraging that teacher-librarians' expertise regarding the selection and management of resources is being utilized by the Ministry. This meeting was part of an on-going dialogue established with the Learning Resources Branch.

...thanks to all the stars who are chapter councilors. While other delegates were enjoying their Friday afternoon conference sessions they gave their time and energy to discuss issues and concerns with colleagues from across the province. One of the most important tasks that the chapter councilor carries out is the compilation of the district statistics for the Working and Learning Conditions survey. Without the sharing of information and ideas through this provincial network the power of this association would not exist.

...and a new star is shining across Canada. Bridging the Millennium was a successful inaugural conference for the Association for Teacher-Librarianship In Canada.

The B. C. T. L. A. is very pleased that the Library Book Purchase Plan is going through this school year. The B. C. T. F. strategy of not participating on Ministry committees to protest Bill 82 had delayed the start-up of this year's process. With cooperation from the Ministry, the B. C. T. F. and the Association of Book Publishers of B. C. a "fast-tracked" plan is in place. The members of the Ministry's Library Book Purchase Plan committee, Donna Doerksen (Vancouver), Evelyn Hoffman (Kamloops), Ian MacSween (Coquitlam) and Linda Rehlinger (Qualicum) met in mid-November for the short-listing of books. Teacher-librarians were hired and trained to analyze the selected books. The final list will be given to the Ministry by mid-January. Look for your order form in February/ March - don't miss out on selecting B. C. books for your library resource centre.

Funds from the Secretary of State have arrived for the Multicultural Bibliography project. By mid-December a project manager will have been selected to begin work on creating a data base. Again the time-line is short but we hope the final annotated lists will be printed before the end of this school year.

I hope that Developing Independent Learners and Literature Connections are proving to be useful publications. The demand for both has been so great that they are now being reprinted. A reminder that the policy document, Developing Independent Learners, must be ordered from the Ministry (FCG 139) and Literature Connections is available through the B. C. T. L. A. from:

Linda Rehlinger
1271 Winchester RR#2
Qualicum Beach, B. C.
V0R 2T0

Some chapters are holding workshops or meetings to discuss the publications and to plan how to best use them with colleagues and administrators. Please let me know how the executive can be of assistance.

This issue will be another great production from The Bookmark editorial team. I hope you find time over your holidays to peruse and enjoy.
Best wishes for a happy holiday and for a great start to 1992!

Become an Author in an Award-Winning Journal! Submit articles, units or bibliographies to The Bookmark

COMING THEMES FOR 1991-1992 ARE:

MARCH 1992: SHARING THE LAND Deadline: Jan. 11

This is your opportunity to share what your school has been doing to foster multiculturalism. Describe successful programs you have developed. What do your students believe the future of Canada to be? Will Canada accord our First Nations Peoples with the recognition and opportunity they seek? Will French and English Canada remain undivided? How will we welcome immigrants and make them part of our national fabric? Predictions from students are welcome ....

June 1992: KALEIDOSCOPE Deadline: April 25

We are interested in changing perspectives on any topic. What does child-centred education mean in the primary classroom? In intermediate? In the complex structure of the secondary school? How have you personally changed long held views, and why did you change them? When a student hears an unfamiliar selection of music or looks at a revolutionary piece of art, how does his/her perspective change? Has your perspective changed on teacher-librarianship? How is the concept of changing perspective built into curriculum and instruction? Consider all subject areas ....

September 1992: SURVIVAL Deadline: July 25

Survival in real life and in fiction is of high interest to most students because it touches on basic fears we all have. Share your own units, ideas and bibliographies. What does survival mean to you? To students in your school? Is anything more important than personal survival? This powerful theme has many facets: survival during natural disasters, survival in time of war, economic survival, psychological survival, survival of the fittest, survival of species, adaptation for survival, survival in a disfunctional family situation. It goes on and on ....

SUBMIT YOUR MATERIALS TO ONE OF OUR EDITORIAL BOARD MEMBERS AS SOON AS POSSIBLE. WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL AS UP TO THE DEADLINE DATE.

Chapters are invited to adopt an issue of The Bookmark and submit as many items as possible to that issue. Special mention will be made of the Chapter's contribution in the issue itself and in minutes and annual reports of the BCTLA.

FUEL FOR CHANGE

Chapter Councilors Alert!
Please assist in acquiring these materials. . .

Units are needed for an up-dated version of Fuel for Change. These units should fit the themes of the Year 2000 initiatives in education. For example, they could stress:

- Integration
- Learner-centered evaluation
- Cooperative learning
- Use of information technology

The format for the new version will be same as that of Literature Connections. This publication spans Primary through Graduation so encourage all teacher-librarians to submit materials. Please send contributions to Liz Austrom at 3675 West 39th Avenue, Vancouver, BC, V6N 3A6.

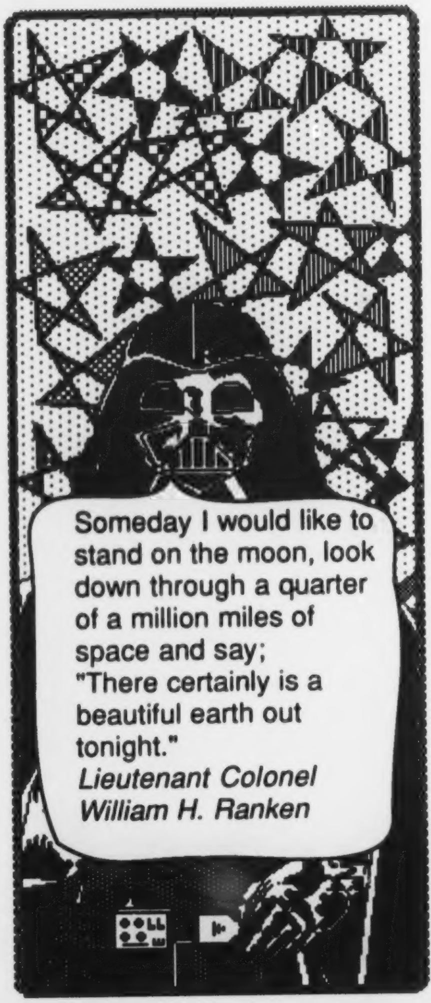
NOW IS YOUR CHANCE — BE PUBLISHED!
BE FAMOUS! (if not rich!)

Editor's Comments
Have a Happy Holiday Season!
Willa

The theme for this issue of the Bookmark, "Star Struck," is an attempt to link disciplines and reflect the interdisciplinary thrust of much of the Year 2000 initiative. This educational change process is based on the premise that disciplines can enrich each other and that the boundaries between areas of knowledge are fluid—they overlap, intertwine and cross-pollinate in a way that can make learning more meaningful and holistic. Perhaps the entire Year 2000 program can be thought of as a great voyage to the stars—an attempt to reach beyond the known and familiar and try new connections and meanings—a "reaching beyond our grasp else what's a heaven for?" as the poet Browning would say. The star metaphor seems appropriate for this process. Stars are bright, mysterious, distant and enormous, and yet we feel their influence over our terrestrial lives. Everything that is *extra*ordinary is linked to stardom—from the Christ star of this Christmas season, to the stars of Hollywood, or the rock music domain, and encompassing the stars of the past—heroes of gigantic proportions such as the Greek gods or the giant dinosaur mammals of pre-history. These are diverse topics with a single thread—their "star" quality.

Astronomy and astrology each attempt to explain the night sky. One is considereed a science and the other, perhaps, an art. One attempts its explanation of stars through the discipline of physics, thus providing a scientific explanation. The other attempts to explain the stars through the use of the psyche and provides an explanation which links the heavens to our personal lives through the zodiac. Each adds a dimension which enriches the other and illustrates the human desire to "go beyond" our limits and make meaning of the universe. Are we the only intelligent life form in the universe? If true, it's unthinkable; if not, it's also unthinkable! Perhaps even the terms "science" and "art" need new definitions. Certainly one without the other would impoverish our learning environment.

So enjoy units and articles which include such diverse topics as Greek mythology, outer space, dinosaurs, astronauts, current "star" fads in literature and the performing arts, etc.—all **star-struck** topics.


Someday I would like to stand on the moon, look down through a quarter of a million miles of space and say; "There certainly is a beautiful earth out tonight."
Lieutenant Colonel William H. Ranken

FREEDOM TO READ WEEK

February 24 - March 2, 1992

Book and Periodical Council
35 Spadina Road
Toronto, Ontario M5R 2S9
Tel (416) 975 - 9366 FAX (416) 975 -1839

The Freedom of Expression Committee of the Book and Periodical Council has designated February 24 to March 2nd, 1992 for the eighth annual **FREEDOM TO READ WEEK.**

This national campaign needs the continued support from those individuals and organizations committed to maintaining intellectual freedom, and the ongoing fight against censorship by whisper and rumour, pressure groups or seizure by Canada Customs at the border.

The way to fight whispers is through open discussion, debate, public readings, displays of banned and challenged books, and other activities. Work with other associations or organizations to create these public opportunities, and make **FREEDOM TO READ** a vital part of your community. Start planning your **FREEDOM TO READ** program now.

The **FREEDOM TO READ KIT,** including the most up-to-date list of books banned or challenged in Canada, activities designed for discussion and debate, provocative articles about censorship issues and the new 1992 Freedom to Read poster is available from the Book and Periodical Council.

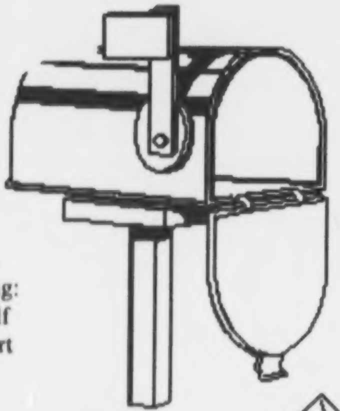
Kits may be ordered from the Book and Periodical Council, prepaid, at $12.00 plus .84 GST. Total: $12.84. Orders for five kits or more, shipped to a single address (receiving a 20 % discount $9.60 plus $.84 GST per kit) may be accompanied by a purchase order.

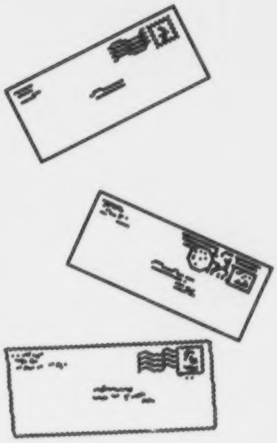
Mail your order with a cheque payable to:
Freedom to Read Kit
Book and Periodical Council
35 Spadina Road, Toronto, ON
M5R 2S9.

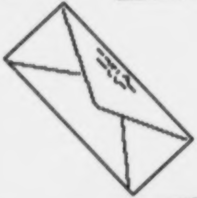
If more information about events planned for Freedom to Read Week is needed please call Sarah Thring, Co-ordinator/Publicist, Freedom to Read Week, at (416) 480 - 2533 or FAX (416) 480 - 2434.

LETTERS TO THE EDITOR

from **HEATHER HOGGARTH**, teacher-librarian, Thompson Elementary School, SD# 38 (Richmond) and **JULIE LEE**, teacher-librarian, Meadowbrook Elementary School, SD#43 (Coquitlam)



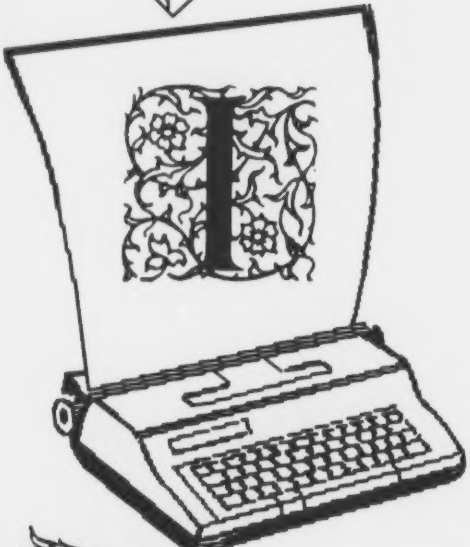


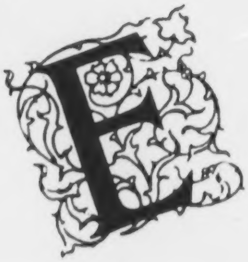


Julie and I noticed that the credit was missing from the publication of our Monster Unit for the following: the four categories of literary monsters, sample Wolf Wanted poster, and the sample Wanted Person report form. We would like to give credit for these to:

Terry D. Johnson and Daphne R. Louis, from their publication Bringing it All Together, Richmond Hill: Scholastic, 1990, pp. 122, 123 and 125.

RESPONSE: This omission was the responsibility of the senior editor, and The Bookmark would like to correct this by printing this letter including the necessary credits. Please accept our apologies.





DISTINGUISHED SERVICE AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practising teacher-librarians who have made an outstanding contribution in support of effective school library resource centres in British Columbia.

CRITERIA

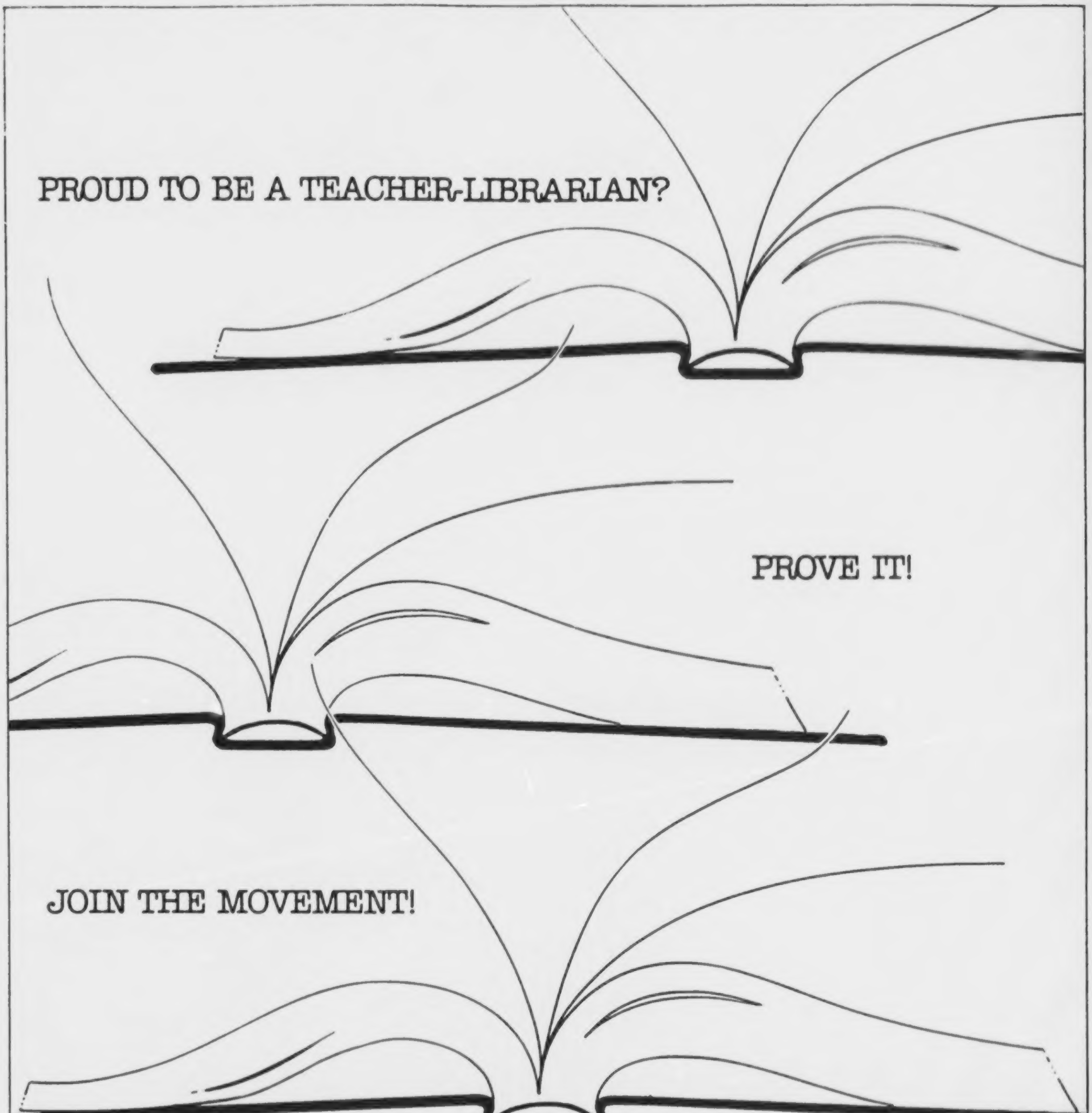
This award may be presented annually by the BCTLA for outstanding service in support of teacher-librarianship. The contribution made by the recipient(s) of the award should be:

- *(a) outstanding in its own field*
- *(b) altruistic, and*
- *(c) significant in terms of the continuing history of school library resource centre services.*

Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period and which have, currently, a positive impact on school library resource centre service at the individual school, district, provincial, or national level.

RULES

1. *This award may be given annually by the BCTLA and, if given, is to be presented at the AGM.*
2. *Nominees must not be teacher-librarians.*
3. *Nominations should be forwarded to the BCTLA Corresponding Secretary by local chapters or by individual members of the BCTLA.*
4. *Nominations must be submitted by February 28th.*
5. *Nominations shall be considered for only the year in which they are received.*
6. *The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate.*



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constitution, membership directory, news and a year's membership!

KEN HAYCOCK
PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

ELIGIBILITY

To be eligible for the award, an applicant must be:

1. *A Canadian citizen.*
2. *A resident of British Columbia.*
3. *A member of the BCTLA.*
4. *A holder of a valid B.C. Teaching Certificate.*

TERMS OF THE AWARD

The recipient shall:

1. *Use the award monies within 12 months of presentation.*
2. *Provide proof of registration for the course, workshop, conference or program.*
3. *Submit an article to The Bookmark.*
4. *Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.*

APPLICATIONS

A complete application shall consist of:

1. *An application form.*
2. *A statement of purpose for taking the course, workshop, conference or program.*
3. *Two letters of reference.*
4. *An outline of the course, workshop, conference, or program.*
5. *Application forms are available from the Corresponding Secretary of the BCTLA.*
6. *Forms must be submitted by April 1, 1991.*
7. *Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.*

SELECTION PROCESS

1. *The recipient of the award shall be selected by a special committee appointed by the Executive Board.*
2. *The selection committee shall consist of one member of the Executive Board and two chapter councilors.*
3. *The selection committee shall meet to consider the applications. If an award is given, the decision will be made by May 15th, and all applicants will be notified.*

KEN HAYCOCK
PROFESSIONAL DEVELOPMENT AWARD

APPLICATION FORM

Name of Applicant ________________________________

School District ________________________ No. ________

Home Address: ________________________________

____

____

Telephone: ________________

Description of Activity: ________________________________

____

____

____

____

____

(attach additional information, brochure, outline, etc.)

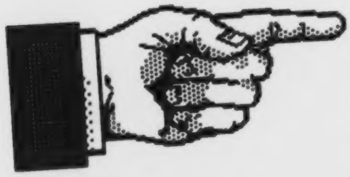
Suggested Attachments:

Curriculum Vitae
Statement of Purpose
References

⇧

DEADLINE: APRIL 1, 1992

READ



BCTLA AWARD OF MERIT

INTRODUCTION

The British Columbia Teacher-Librarians' Association honours practising teacher-librarians who are making an outstanding contribution to teacher-librarianship in British Columbia.

CRITERIA

Individuals nominated for the award should be demonstrating the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others. They should also be involved in one of the following areas:

1. *Service to the profession through the BCTLA and related organizations.*
2. *Commitment to professional growth through continuing education, research, or participation in national organizations.*
3. *Sharing of ideas and resources through such means as workshops and publications.*

RULES

1. *This award may be given annually by the BCTLA Executive Board and, if given, is to be presented at the AGM.*
2. *Nominees must be practising school-level teacher-librarians and members of the BCTLA.*
3. *Nominations may be forwarded to the BCTLA Executive Board by local chapters or by individual members of the BCTLA.*
4. *Nominations should be sent to the Corresponding Secretary by February 28th.*
5. *Nominations shall be considered for only the year in which they are received.*
6. *Nominations should include biographical data such as education, experience, publications, and honours or awards.*

Name of Nominee: ______________________________

School district : ____________________ # ________________

School: ______________________________

School address: ______________________________

____

Nominated by: ______________________________

Address: ______________________________

____________________ Phone: ________________

Signed: ____________________ Dated: ________________

1991 DISTINGUISHED SERVICE AWARD

Thora Howell

Since Thora was unable to receive this award at the Spring Conference and Annual General Meeting in Vernon last April, 1991, the Nanaimo Chapter arranged a special evening for the presentation which was made at Thora's bookstore in Nanaimo on September 19th, 1991. She received a fine print by artist Michelle Lemeiux. Thora was especially pleased with this print as Michelle is a friend of hers.

The 1991 Distinguished Service Award is presented by Patricia Finlay, BCTLA President, to Thora Howell in recognition for her work in sharing and promoting children's literature, particularly Canadian literature.

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introducing

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A new literary journal for high school students

British Columbia has been home to many distinguished writers: Alice Munro, W. D. Valgardson, Jack Hodgins, Peter C. Newman, Patricia Young, Audrey Thomas. and W. P. Kinsella to name but a few it is our belief that it will be home to many more, but they need support and nurturing early in their careers. The inspiration behind the creation of the Claremont Review is to fill this void. While there are several reputable literary journals for adults and a few for younger children, there is a distinct absence of publishing opportunities for students in high school. Our goal is to create an ongoing opportunity for these students to publish their work in a first class journal.

Terence Young and Bill Stenson will be co-editors of the Claremont Review. We plan to publish twice a year and we welcome submissions from interested students enrolled in high school (grades 8 – 12). We are eager to receive poetry, short stories, oral histories, short plays, and excerpts from novels in progress. The only criterion is quality. The Claremont Review will offer B.C. high schools not only an excellent venue for creative writers, but the journal will offer students and teachers of English an excellent source of Canadian writing on the cutting edge.

We urge the librarians of British Columbia to subscribe to The Claremont Review. The future of our young writers is at stake.

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STARS OF ANCIENT GREECE: a Grade 7 Mythology Unit

by **W. JACK,** teacher, Grade 7, Mitchell Elementary School, and **ISABEL LINCKE,** teacher-librarian, SD#38 (Richmond). Ideas by **SALLY PATTON.**

This co-operatively planned unit started out as a six week project and grew "like Topsy" into a nine-week marathon. The enthusiastic Grade seven students simply would not quit! The two most attractive elements of the project are what established its success—a concentration on individual interests and explorations, and a strong emphasis on developing the expression of non-print communication of ideas. Many of the students' products did not require, as a pre-requisite, a high degree of verbal or writing ability. This latter aspect offered a good opportunity for students to "shine" with their artistic, technical, and kinesthetic talents as well as providing for the more usual written and verbal expressions of learning–the traditional oral or written report.

The ideas and exercises were amalgamated from a variety of sources and organized into a new format. The two teachers set the amount of marks to be awarded for each project, and students could do as many activities as they liked. They were offered a "bonus" if they completed more projects. This aspect of the unit stressed individual initiative and rewarded passion for learning.

GOALS AND OBJECTIVES

Content goals

- To expand the students' awareness of Greek Mythology
- To develop creative expressions in a variety of formats
- To celebrate another culture, another time
- To recognize the drama of the past

Information Skills goals

- To locate accurate information about a chosen topic
- To adapt learning to present-day situations
- To interpret ancient legends, stories and myths and make them relevant to the present day
- To re-produce the past in a concrete fashion

GENERAL ORGANIZATION

The materials and sources were acquired and prepared for use by the teacher-librarian. The projects, topics, activities and assignment sheets were selected by the teacher-librarian with the assistance and input of the the Grade seven teacher. The teacher taught the content in a series of classroom lessons integrated with the on-going projects. Periods of time were planned for library research at which time both teacher and teacher-librarian were present to guide and assist students.

All students had to complete the Vocabulary List and one activity. They could form a group for the activity, in which case the mark was split among the group's members. In actual fact many students completed over ten activities in all!

The introductory lesson set the mood for the unit with the reading of an old Celtic legend in the library and was followed by a class discussion of its meaning for today. The movie Star Wars was showing at the time and students were able to connect the legend, with its theme of Good and Evil, to this modern-day science fiction film. The culminating activity (after nine weeks of immersion in Greek mythology) was a Greek and Roman feast. Students brought a variety of dishes for the event which was held in the classroom.

Some of the products produced by the students were: computer programs, posters, family trees, papier-mache and wooden models, a newspaper with all the regular features including a "Dear Athena" column, photographs, plays, a vast variety of drawings and paintings, weather reports, and new fashions such as the "cuddle-up" toga and the "mini" toga! Pandora's Box, complete with springs to "pop up" featured modern troubles such as the fear of a nuclear holocaust, plagues, poverty, etc., was one of the most effective products.

The students' works were displayed in the library, the classroom and eventually all over the school. The art work produced was exceptional. Visitors from the community, school board, etc. arrived to view the results.

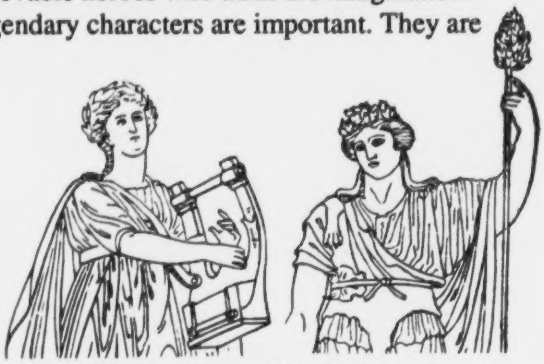
Enrichment activities were available for the more able students. The materials used for these projects were from a workshop given by Sally Patton.

Both of the teachers marked the projects and completed activities. It was felt that this unit would be effective every three years or so in order to give a "breather" in between and it would then seem "new" when attempted again. Since it is a unit for Grade seven students it would also mean that these students would have graduated to junior high school by the time the next group did this unit and the new grade sevens could have the opportunity to really show the community what they could do.

CONTENT AND CONCEPT BACKGROUND:

Myths- stories about gods, spirits, and the origin of things. They form an important part of every people's folk literature. This world with its earth, sky, sun, moon, and stars, its variety of living things, its human institutions and customs, has been a source of wonder and perplexity to men always and everywhere. Myths provided answers to such questions as: How did the world come into being? How did the sun and moon get into the sky? The myths, or answers to these and many more questions prompted by nature and social customs, varied from culture to culture, for each society made its own decisions about the roles man and supernatural beings played.

Legends - stories more closely allied with a specific event, or events in history. They more often have their basis in fact. There may have been a Robin Hood, or a King Arthur or at least someone like them who were important and exciting enough to be talked about and later to be written about. Our own Canadian legends tell, with many embellishments of course, about real people. We know there was a Roland and an El Cid and, although their deeds have been exaggerated, they are non-the-less believable heroes who thrill the imagination. The strength, goodness, and fortitude of these legendary characters are important. They are heroes to admire and emulate.



ACTIVITIES:

Choose one activity and do the Vocabulary List.

VOCABULARY LIST

1. Acropolis 2. Titan 3. Trojan 4. Minoa 5. Spartan 6. Medusa 7. Apollo 8. Zeus 9. Hercules 10. Atlas 11. Athens 12. Crete 13. Olympics 14. Muse 15. Hades (30 points)

ACTIVITIES:

1. Word Games - Print the word MYTHOLOGY at the top of your paper. See how many small words you can make using these letters. How many different combinations can you find? You may wish to complete with a partner or group. (10 points)

2. Modern Beauty - Venus was the goddess of beauty. Suppose you were the director/ producer of a movie about Venus. Who would you select to play the part? Explain your choice by giving reasons for the selection. (15 points)

3. Some of Each - Many mythological characters have bother human and animal qualities. Explain how this was true of Medusa. (15 points)

4. Advertising Myths - Choose a product you would like to promote (real or imaginary). Make a poster or some other display advertising the item. The catch is that you must use some mythological character in your ad. Who suits your purpose? How will you get the message across? (20 points)

5. Diorama - Where is Mount Olympus? What is its significance in mythology? Make a three-dimensional model showing the mountain and its gods. (50 points)

6. People, Gods, Places -Briefly summarize the stories involving these people, gods, or places: Cronus, Zeus, Poseidon, Hades, Hera, Prometheus, Pandora, Demeter and Persephone, Hermes, Apollo, Artemis, Aphrodite, Athena, and Ares. (50 points)

7. Monsters - Draw a picture which illustrates the "things" from Pandora. You may want to represent each as a mythological monster having characteristics that exemplify the subject. (50 points)

8. Write a Newspaper - Suppose that you were a reporter on Mount Olympus. Make up a newspaper that would tell the news of the gods. Tell who is doing what. You should have a headline, and a name for the paper. Include pictures in your newspaper. Other items you might include would be a weather report, want ads, and advertisements. (25 to 50 points)

9. Explain the Meaning - Read about the Trojan horse. Then write an explanation or tell your teacher what is meant by "Beware of Greeks bearing gifts." (15 to 25 points)

10. Mythological Heroes - The following list contains principle heroes of mythology. Identify each hero by culture and event or events credited to him: Aeneas, Achilles, Bellerophon, Gilgamesh, Hector, Hercules, Jason, Odysseus, Oedipus, Orestes, Perseus, Sigurd, Theseus.

11. A Family Tree: Make a family tree for the god Zeus. Show the relationships as they were outlined to other gods and goddesses. (40 points)

12. Trojan Victory - Read several accounts of the Trojan War. Make a model or diagram of the Trojan horse. How was the horse used in battle? What trickery led to a war-time victory? What qualities of the stories qualify them as myths? (40 points)

13. Appropriate Pets - Using mythological characters, give them an appropriate pet. Give your reasons. Example: Hercules - Gorilla - strength. (15 to 30 points)

14. Pandora's Box - Read about Pandora. List the "things" which Pandora lost. Choose one of these "things." Write an essay explaining how our world would be different without this "thing."

15. Character Collage - Select your favourite mythological character. Cut out magazine pictures, words, designs, etc. to show the important traits this character has demonstrated. Arrange your selections to make a pleasing collage. (15 to 25 points)

16. Achilles Heel - Sometimes we hear the expression "He got me in my Achilles heal." Explain this phrase as it relates to the legendary Achilles and his downfall. What would you consider to be your "Achilles Heel?"

17. Advertising - Plan and make three advertisements for clothing in ancient Greece. (15 to 30 points)

BONUS ACTIVITIES

1. The Ultimate - Olympia was to be the heaven or ultimate heavenly home of Gods and Goddesses. Draw pictures or make a model to show what you believe Olympia should look like as a utopia. What elements would you want to include? On the other hand, what things should be excluded from Olympia? (50 points)

2. Today's Pandora - Suppose you were to find Pandora's box today. What would it look like? Perhaps you will want to make a sketch or a model. Consider the age you live in and the circumstances of the time. Now, what do you think might pour from your new Pandora's box? Give reasons for your answers. (50 points)

3. Eye Witness - You are an inhabitant of the moon. You witnessed the U.S. landing and Armstrong's walk. Write a myth "explaining" this metal "bird" and "gods" from afar. (50 points)

4. Commercial Name Game - Can you think of commercial products which have been given names from mythology? How does its name reflect the myth? Explain. Examples: Mars Bars, Neptunes, Sardines. (25 points)

5. Plan a debate - Plan a debate between an Athenian and a Spartan. In your debate try to find reasons why your life is better than the life of the other. (2 people needed) (25 to 50 points)

6. Make a Tape Recording - Choose one person to be the interviewer and one person to be interviewed. Pretend that you live in Athens or pretend that you live in Sparta. Answer these questions in the interview: Tell where you live, Tell what your home is like, Tell what things are important to you, Tell how you feel about the other city. (2 people needed) (25 to 50 points)

7. Plan a Menu - Plan a menu for a party in Ancient Greece for a wealthy Greek family. (25 to 50 points)

8. Try Cooking - Many Greek foods are popular today. Find out about some Greek dish. Plan to prepare the food and bring it to class so that everyone may have just one small taste. (25 to 50 points)

9. Make Pottery - After a pottery demonstration make a clay bowl. After it is fired, use only one color or glaze to make a frieze design. Be sure to research ancient Greek art. (25 to 50 points)

10. Make a Model - Make a model of one of the following: Parthenon, Agora, Acropolis, Greek home, Greek theater, or a Greek ship. (25 to 50 points)

ENRICHMENT ACTIVITIES: (these are for more able students)

These are just two examples of the enrichment activities which were used for the more advanced students. They show a higher level of difficulty and require more interpretive skills.

O YE GODS

The Greeks had a whole gallery of gods; so did the Romans, Egyptians and Normans. The list which appears below contains 30 names which are thrown about indiscriminately, without regard to origin. In fact, there might be two gods which are quite the same appearing under two different names. For example, Jove as the Roman name for the Greek god Zeus. Below the names of the gods is a listing of things and abstractions over which these gods were supposed to rule. Can you identify each god with his proper domain? Write your answers on the lines provided after each name. You score one point for each correct answer; you lose one point for each incorrect answer. A score of 12 is good; 15 is excellent; and 20 is simply colossal!

1. CRONUS __________
2. HATHOR __________
3. ARTEMIS __________
4. NEPTUNE __________
5. DIONYSUS__________
6. HORUS __________
7. EROS __________
8. POSEIDON__________
9. FORTUNA__________
10. GAEA __________
11. RA __________
12. HECATE __________
13. SETH __________
14. VULCAN __________
15. PLUTUS __________
16. HERMES __________
17. HEL __________
18. HYMEN __________
19 THOTH __________
20. HYPNOS __________
21. BALDUR __________
22. IRIS __________
23. FREY __________
24. JUPITER __________
25. FREYA __________
26. JANUS __________
27. THOR __________
28. DIANA __________
29. BACCHUS __________
30. CUPID __________

Moon
Darkness
Physicians
Light
Sea

Earth
Gates
Other Gods
Harvests
Wealth

Sleep
Rainbow
Love
Fire
Thunder

Day
Fortune
Sorcery
Wisdom
Fertility

Wine
The Dead
Sun
Marriage
Weather

Interpretations of Greek Myths:

How Phaeton drove the horses of the sun

Discussion Questions:

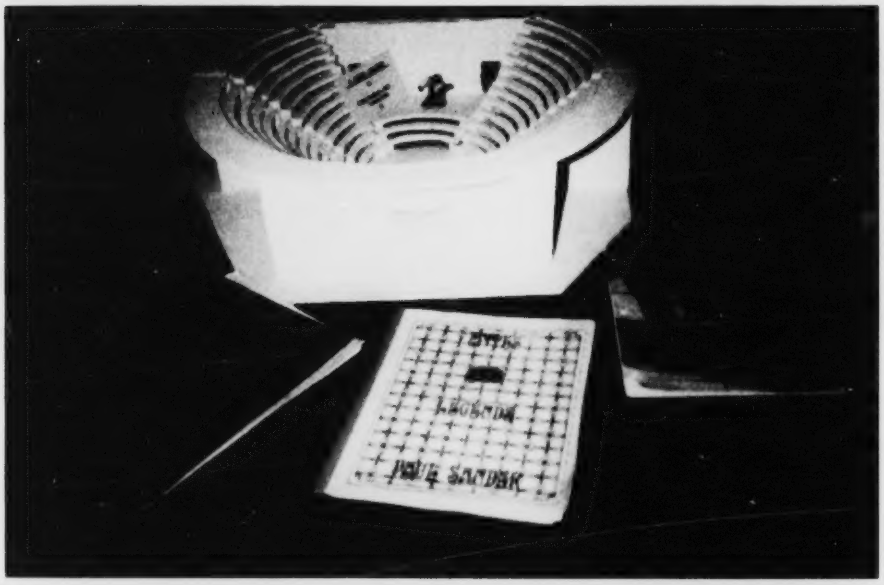
1. Although this story of Phaethon's ride is a myth and describes unbelievable incidents, the character of Phaethon himself seems real and human. What similarities did you observe between the son of Helios and people you know, even yourself?
2. Helios could easily have refused to let Phaethon drive the chariot. If Helios really cared about Phaethon, why did he let him have his own way, despite the obvious danger?
3. When Phaethon dropped the reins, the horses' frantic running set the world on fire. The flames ran down the slopes of mountains to the valleys and the dark forests. Can you think of any natural occurrence that might have been the basis for this description? What else occurs in the story that offers an explanation for some observable fact of nature?
4. Why do you think the seasons were the gatekeepers for Olympus?
5. Why does human nature so often resist sensible advice?

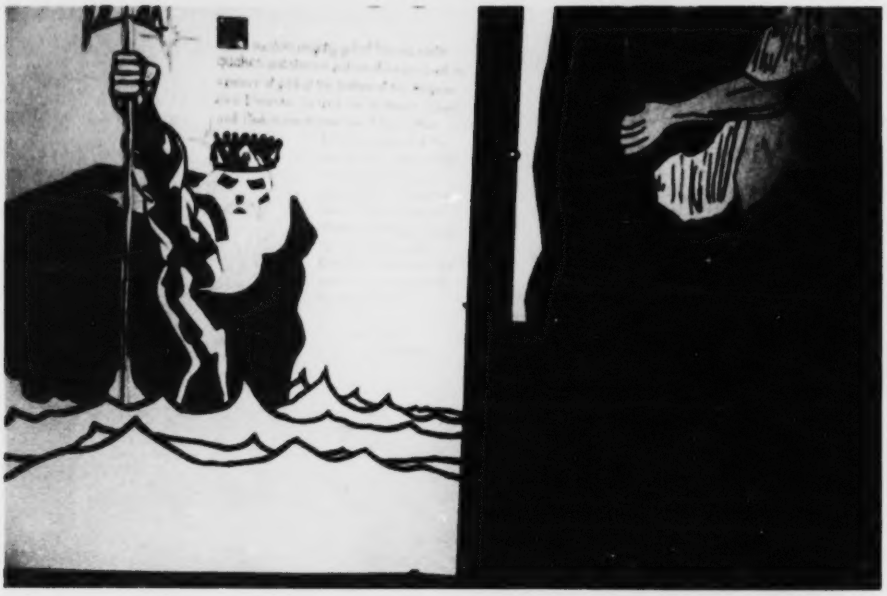
Similar discussion questions were available for Jason and the Golden Fleece and Daedalus and Icarus.

The variety of topics and activities developed for different ability levels and interest levels gave students a great opportunity to make individual choices. This was a unit that really was learner-focused and rewarded personal initiative and creativity. Mitchell Elementary School has probably the highest mix of ethnic groups in a single Richmond school. Included are many minorities with English as a second language. This approach to Greek Mythology allowed students with limited or just-developing competence in the English language to compete and excel at projects which were not dependent on demonstrated ability with written or oral skills in English. This may have been one of the reasons for its resounding success and for the high quality of the students' products.

Stars of Ancient Greece

Student Products





Theory Into Practice

THINKING IS A RESEARCH SKILL:

A Grade 2/3 Resource-Based Unit on the Solar System

by **BONNIE MILES**, teacher-librarian and
PAT GERLA, Grade 2/3 classroom teacher,
Judge Bryant School, Regina Public School Division

reprinted, with permission, from the Spring/Summer 1991 issue of The Medium, the journal of the Saskatchewan School Library Association.

Children's research must connect with classroom learning. Library research for our grade two-three split allowed us to concentrate upon students' personal skills and academic needs. Our final product relied upon children's group behaviour and interaction.

Using a variety of library materials, students begin developing research skills. Because they recognize the need for research skills they are receptive and motivated. Our objective is to introduce children to lifelong information skills. They will know how to search, locate and use ideas independently.

INTRODUCTION
Teaching Library Research as a Thinking Process

STEP ONE: The classroom teacher selects a broad topic.

STEP TWO: An overview of the topic is presented to the class by both the classroom teacher and teacher-librarian.

STEP THREE: The topic is narrowed. Cluster results from classroom brainstorming done in STEP TWO.

STEP FOUR: The class develops a statement of purpose. Both classroom teacher and teacher-librarian assist students to determine the statement of purpose of the research.

STEP FIVE: Develop questions. These are developed with both teachers assisting groups of students.

STEP SIX: Identify the product to be created. At this step children will have had the opportunities to brainstorm and cluster subtopics. They will also have a variety of resources selected with the QUESTIONS from STEP FIVE in mind.

STEP SEVEN: Find resources. Students will determine which resources best help in answering their questions.

STEP EIGHT: Take notes. Students organize "jot" notes as answers to their questions.

STEP NINE: Outline. Students write the outline as a group. They insert their own information into the general outline.

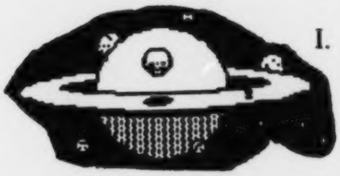
STEP TEN: Prepare presentation of the product decided upon in STEP SIX. Teacher-librarian, classroom-teacher, and parent volunteers help with creating the final product.

OBJECTIVES FROM THE RESOURCE CENTRE PERSPECTIVE

1. Students will participate in brainstorming to share background knowledge of the Solar System.
2. Students will select appropriate materials for their study. These materials have first been selected by the teacher-librarian. Criteria to be considered: availability, readability, current information, and easy-to-use format.
3. Students will demonstrate skimming skills necessary to find required information. They will focus on tables of contents, indexes, and glossaries. These will become their tools for research.
4. Students will select appropriate visual aids for the final product. They may use selected magazines for pictures, graphs and charts.
5. Students will use researched information to form sentences recalling data. This will form the text of the product.

PROCEDURE

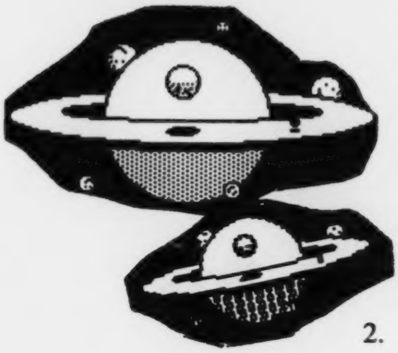
STEP ONE: **Choose a broad topic.** Grade Three Science: The Solar System



I. Develop a statement of objective. (See Core Unit: The Solar System, page 317 of Science, A Curriculum Guide.)

Science foundational and learning objectives:

1. Describe and demonstrate the motions of the Earth and the Moon.
    - 1.1 Define the terms revolution and rotation, with respect to the Earth and the Moon.
    - 1.2 Describe how the rotation of the Earth produces day and night.
    - 1.3 Recognize that the revolution of the Earth around the Sun produces the seasons.
    - 1.4 Investigate why the full moon and new moon occur, using models.
    - 1.5 Observe the full moon and the new moon in the sky.
    - 1.6 Show how the eclipses of the Sun and Moon occur.



2. Describe the solar system.
    - 2.1 Compare the sizes of the Sun, the Moon, and the Earth.
    - 2.2 Name the planets.

2.3 Describe some characteristics of each planet.
2.4 Locate and the planets Venus, Mars, and Jupiter in the sky or in sky charts.

II. Outline responsibilities of classroom teacher and teacher-librarian.

STEP TWO: **Overview of the topic.** This is offered to the students in groups led by both the classroom teacher and teacher-librarian.

Unit Overview: This unit is a study of the structure of the solar system, the characteristics of the members of that system, and a more detailed look at the rotations and revolutions of the Earth and Moon.

Before the overview is presented to the class, the classroom teacher and teacher-librarian discuss student abilities as independent learners. All resources are selected and evaluated by both teachers before any instruction takes place.

The overview information is the basic data students first attempt to locate. Students brainstorm and then develop a cluster of sub-headings to guide further research. Each teacher works with a group of students guiding brainstorming of background information. Resources are not used at this step.

STEP THREE: **The students and teachers narrow the topic.**

By narrowing the topic students are able to identify limits on information needed. This allows students to more critically select resource items from the prepared display. Not overwhelmed by vast amounts of data, students narrowed THE SOLAR SYSTEM to the following subtopics.

1. The Milky Way
2. Earth, Our Planet
3. Night and Day on Earth
4. Earth's Seasons
5. Light Years
6. Earth's Atmosphere
7. The Moon

STEP FOUR: **Statement of Purpose.**

The classroom teacher and teacher-librarian guide group discussion to formulate the statement of purpose. This statement must represent an overall concept of the research students will be required to complete.

STATEMENT OF PURPOSE: The Solar System is the Sun and all the planets, satellites, comets, etc. that revolve around it. The Solar System is part of the Milky Way Galaxy. Other galaxies exist in the Universe.

In our web the "statement of purpose" is centered. The seven subtopics are clustered around the statement.

STEP FIVE: The students develop questions to provide a foundation for research.

In small groups students and either the classroom teacher or teacher-librarian develop questions to fulfill the statement of purpose developed in STEP FOUR.

Questions must lead to the appropriate research response — a recalling (and later, recording) of information searched.

Questions are directed to the seven narrowed subtopics. Each child is responsible for two questions for each subtopic.

Questions must be directed to the statement of purpose.

Questions give the research its goal. They guide students' search for data.

Questions provide the framework necessary to the planning of the final product.

The more time spent formulating questions, the better the questions become. We began with the basic **five w's**. Later questions were prefaced with "what if ..." and "how do we know."

STEP SIX: Planning for our product.

Students will recall data researched and answer questions developed at STEP FIVE.

The researched data will cluster around the seven subtopics. (Refer to the statement of purpose in STEP FOUR.)

PRODUCT: Our class will create a "big book" to be included in our resource centre. The book will be illustrated using items selected from dated periodicals. The book will circulate as any other print item.

By the end of step six, students will:

1. Set individual goals.

   "I am going to answer TWO questions about ____________."
   (choose from subtopics)

2. Inform the teacher of the selection of resources.

3. Set completion date.

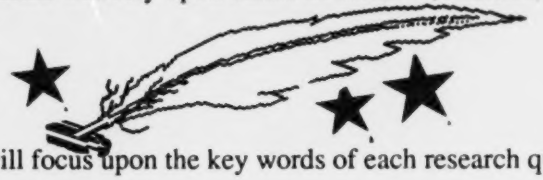
"I will complete these two questions by ________________."

STEP SEVEN: **Students locate resources.**

Using the general overview as a guide the teacher-librarian displays an appropriate selection of media resources.

Resources selected must fulfill the following criteria:

1. Our students' research level requires simple fact-finding. Do the available resources meet this need? Is the readability level meeting students' comprehension and recalling levels?
2. Selected resources must have a suitable format. For their research, students will rely upon tables of contents, indexes, and glossaries.



STEP EIGHT: **Taking notes.**

1. Students will focus upon the key words of each research question.
2. They will use the tables of contents, indexes, and glossaries to guide research.
3. Students will avoid plagiarism by writing jot-note phrases in answer to their questions.

STEP NINE: **Organizing information as an outline. Review statement of purpose.**

1. Students will review research questions.
2. Students will identify supporting statements. These will be referred to as "key words."
3. Students will develop outlines using key words.

Everyone participates in this activity. The teacher and teacher-librarian split the class along the grade lines. Students will recognize the answers to STEP FIVE'S questions as the framework for the outline.

STEP TEN: **Prepare Presentation (Product)**

With assistance from the classroom teacher and the teacher-librarian students will:

1. Write the first draft from the outline. (Students dictate and teacher records information.)

2. Revise, edit, and rewrite as necessary.
3. Present product in the pre-arranged format:
   PRODUCT: A BIG BOOK

At the "final draft" stage students will evaluate the effort using the following criteria:

1. Is the main idea clearly stated? Students are directed to the STATEMENT OF PURPOSE.
2. Are the subtopics presented in the most logical order possible?
3. Do the subtopics 'work' together?
4. Is the information clear to the reader?

The grade three part of the class worked at writing and editing the sentences. The grade two's highlighted key words that should be included in the index of the "big book." They were responsible for the alphabetical arrangement. Together they reviewed the text to identify page numbers and clusters.

Together the class isolated words they believe should be included in the 'glossary' of the book. Both the classroom teacher and the teacher-librarian assembled the final draft. Children used dated magazines for the illustrations. Each 'chapter' (arranged as the seven subtopics) had to stand alone. Pages were laminated and coiled. The "big book" is accessioned as a resource item in Judge Bryant School's Resource Centre.

FOLLOW-UP ACTIVITIES

1. The class displayed a good working knowledge of ideas presented during their trip to the Science Centre.

2. Each child has since written a book about his/her own imaginary planet. Parents and the classroom teacher assisted the children with the outlines, rough drafts, and editing. The classroom teacher coiled each book and laminated the front and back covers. Each book featured an "about the author" page. Children enjoyed trading books. They helped one another through the entire process.

3. The project seems to continue for many children in the class. They are keenly aware of the beginning development of the research process.

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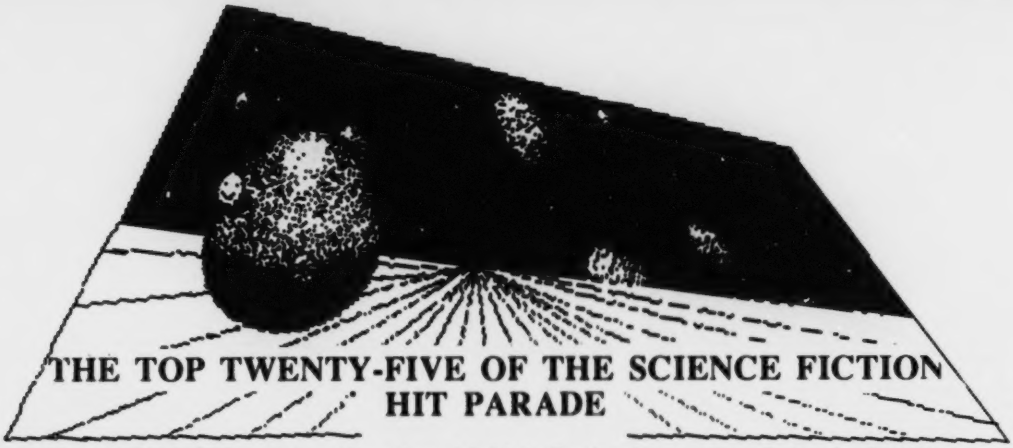
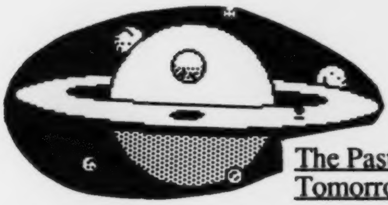


THE TOP TWENTY-FIVE OF THE SCIENCE FICTION HIT PARADE

By **WILLA WALSH**, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

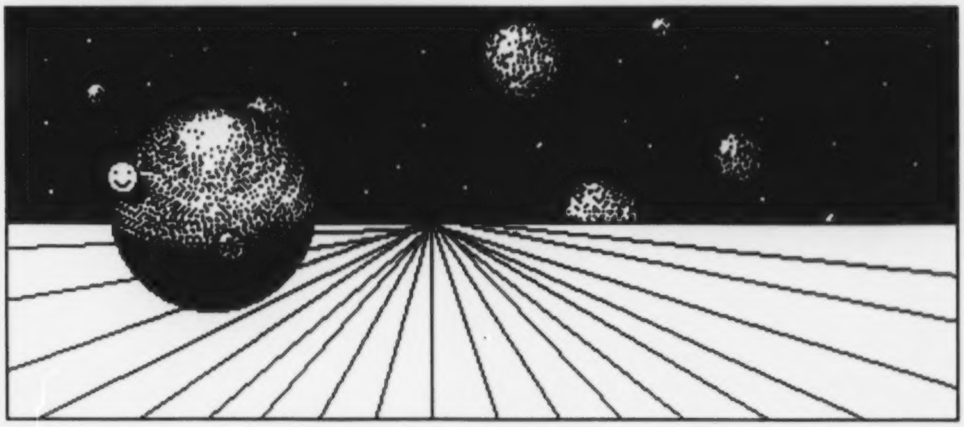
The following twenty-five titles are considered to be among the best books of all-time in the science fiction genre. These titles were chosen from lists in the following sources: Anatomy of Wonder, A Reader's Guide to Science Fiction, Emergency Librarian, Jan/Feb. 1988 issue, and the Senior High School Library Catalogue published by H. W. Wilson. They represent the blending of two opposite enterprises--science and make-believe, fact and fiction.

AUTHOR	**TITLE**	**THEME**
Anderson, Poul	The High Crusade	A classic "space opera"--imaginative events, heroic characters, humour--all tied together in a believable plot.
Asimov, Isaac	The Foundation Trilogy 1. Foundation 2. Foundation and Empire 3. Second Foundation	Acknowledged as a major contribution to science fiction, this trilogy of novels records the rise and fall of human civilizations in a galaxy. Should be read consecutively for the best impact and are considered superior to the later "Foundation" novels.
	I, Robot	A collection of short stories all relating to robots. The classic work on robotics which sets the stage for all other novels on this theme.
Bradbury, Ray	The Illustrated Man	A powerful collection of short stories with very human characters and clear social messages.
	The Martian Chronicles	A collection of stories on the colonization of Mars. Strong social messages highlight each story.
Burgess, Anthony	A Clockwork Orange	A depressing view of the future. This is a sophisticated work which probes some difficult human questions. The violence depicted may make it an optional choice for high school

AUTHOR	TITLE	THEME
Clarke, Arthur, C.	Childhood's End	One of the classics of modern science fiction. It presents a sophisticated solution to the problem of progress. Utopia is achieved but mankind faces an immense change.
Clarke, Arthur, C.	The Deep Range	An author well-versed in the "hard" sciences, who concentrates on the philosophical point of view of the humanist in many of his works. A detailed underwater world is ably described in this title.
DeCamp, L. Sprague	Lest Darkness Fall	Reversing the trend, the setting for this novel is in the past--6th century A. D. The hero attempts to stave off the "Dark Ages" by introducing new technology. One of the best time-travel stories ever written.
Frank, Pat	Alas, Babylon	Written and set in the fifties, this novel speculates on survival after an atomic holocaust. Realistic solutions which focus on orderliness are featured.
Heinlein, Robert	Farnham's Freehold	Mister Science Fiction himself--perhaps the genre's most influential writer. His works have engendered much controversy over the personal philosophies which permeate his works. Emphasis is placed on the "rugged individualist" concept.
	The Past Through Tomorrow	Heinlein's famous future history told through this collection of great short stories and novellas. This title is a basic item in any collection of science fiction. The author describes the "how"of technology (its engineering aspects). Some have labelled Heinlein as "militaristic" or "fascist."
Herbert, Frank	Dune Series	Often called a "psychological" science-fiction writer. Even non-devotees took to Dune immediately. The series is a trend setter on the interplay of humanity with the environment. The planet itself is the real character in the series and is magnificently portrayed in every detail.

AUTHOR	TITLE	THEME
LeGuin,Ursula	The Lathe of Heaven	This is a powerful depiction of the strength of the human brain. Dreams become reality and the results are frightening and mind-expanding.
LeGuin,Ursula	The Left Hand of Darkness	Two cultures are contrasted in this classic science-fiction title--one, a technologically advanced world, and the other, an ice-bound backward world of Winter.
Miller, Walter	A Canticle for Leibowitz	A literary masterpiece in any genre, this title portrays the rebuilding of society long after a nuclear holocaust. It provides an intriguing look at our own 20th century culture from the viewpoint of the 21st century. Named by many as the best sci-fi novel of the modern period.
Niven, Larry	Ringworld Series	A scientist-writer who has gone a long way to popularize science fiction. One of the most scientifically-oriented writers of the genre, he includes science which is accurate and brings modern technology to bear on social problems. In this series, a very inventive world is ably presented and the descriptions of the alien characters are brilliant.
Orwell, George	1984	Still the definitive book on a totalitarian future.One of the most influential novels of our age. Big Brother is still an ominous possibility for our future.
Pohl, Frederick	Gladiator-at-Law	Sci-fi with a sense of humour! A satire of our civilization with swipes at computers, stock markets, suburbia and, our economic order.
Shelley, Mary	Frankenstein	One of the earliest sci-fi stories--published in 1818! This is science "gone wrong" and reflects the times of the industrial revolution. It is the first novel to wed fantasy/wonder, and science/technology. A new genre of writing is born!

AUTHOR	TITLE	THEME
Van Vogt, A. E.	The World of Null-A	A mystery sci-fi "thriller." Excellent for the beginning reader of this genre as it incorporates many aspects of the "space opera"--pseudo-science, gadgets, plots and sub-plots, etc.
Verne, Jules	Journey to the Centre of the Earth	Jules Verne is considered to be the inventor of science fiction and he is still popular today. In this book a scientific team journeys to the centre of the earth and experiences thrilling adventure.
	20,000 Leagues Under the Sea	An optimistic advocate of technology, Verne describes an invention and then explores its possibilities.
Wells, H. G.	The Time Machine	A glimpse of many possible futures for humans by an outstanding 19th century writer. Along with Jules Verne, he is considered to be the inventor of science fiction.
Williamson, Jack	The Humanoids	A great horror story! Omnipotent robots hold sway over humans and impose a life that will give readers the creeps!



THE GREAT DINOSAUR RIP-OFF

by **DON LESSEM**

Don Lessem, the founder of the Dinosaur Society, has written and narrated "Nova" television documentaries on dinosaurs and is the author of the forthcoming "At the Dinosaur Frontier."

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For celebrities, death provides no surcease from exploitation. As surely as Elvis Presley and John Lennon, dinosaurs are spinning in their graves over what we've turned them into—ravioli, soap, T-shirts, a new prime-time television series, even growling "Tyranno Toes" bed slippers.

Nowhere is the dinosaur market more cluttered than in children's book publishing. I count more than 200 titles in the current "Books in Print." And nowhere are dinosaurs as broadly and disastrously misrepresented as they are in these mostly slim, widely circulated books.

Disastrous? Yes, because dinosaurs—not the purely fantasy creatures, I hasten to add—are often a child's introduction to science. As such they could be the key to engendering a lifelong interest in all science. More often, presented in stale, wrong-headed ways, dinosaurs become the first steep step in a rapid descent into lasting indifference to science, and children become the victims of what the Harvard University paleontologist Stephen Jay Gould calls "The great dinosaur ripoff."

Psychologists attribute young children's fascination with dinosaurs to the creatures' combination of fantasy and reality. They were real, and terrifying, but no longer. From the safe remove of eons, the very young—toddlers and preschoolers as well as those who can read alone—can playact the aggressive or maternal dinosaurs, then exert mastery over them and their names, dates and vital statistics as they grow older.

A 6-year-old I know who reads a lot of dinosaur books routinely savages them, pointing out the innumerable errors in text and imagery, large and small: "These sauropods have their nostrils by their mouths. They belong on top of their heads." I recently had a heated argument with another first grader with greater faith in the written word who insisted Diplodocus must be the longest dinosaur because "I read it in a book"; the book's author hadn't made the necessary acquaintance of Seismosaurus.

All that is written can be gospel to children. So much of what is written for them on dinosaurs is false and goes far beyond sloppy little oversights to blunt a child's sense of time, of evolution and of science.

Most youngsters can tell you that dinosaurs lived on land and walked, legs beneath them and tails extended. Yet dinosaurs today are often portrayed just as they were when we adults were young—as tail-dragging blimps—although lately some have been just as ludicrously shown as Barbie-trim speedsters. And Mesozoic marine and flying reptiles routinely find themselves tarred as dinosaurs, as does the sail-finned Dimetrodon. A splay-legged reptile twice as old as most dinosaurs and more closely related to us than to them, Dimetrodon is nonetheless a common staple of children's dinosaur books, even gracing the covers of three—The How and Why Wonder Book of Dinosaurs, Great Dinosaurs and The First Dinosaurs.

Alas, the worst offenders among the children's dinosaur books are those most widely read, the cheap and cheaply-made series sold by school and library specialty publishers and not often seen by more selective parents in museum shops and bookstores. Rourke Publishing Group's Dinosaur Library features a volume on Dimetrodon, one on woolly mammoths and another on "Brontosaurus," a dinosaur name convincingly invalidated more than a decade ago. Bancroft-Sage Publishing also devotes a volume in its dinosaur series to Dimetrodon, acknowledging that it's not a dinosaur but putting its age as "hundreds of years ago."

Rourke's Tyrannosaurus rex volume does little better. It is off by only 25 million years in its appraisal of T. rex's era. And it pits the predator against a lumbering Alamosaurus, though there is no evidence to suggest the animals were contemporaries in time or range.

Far more frequent and deleterious than the factual errors in children's dinosaur books are the key omissions. Even the best of the books for young readers lack a sense of the controversies and personalities in the science, and of the conduct of the science itself.

The authors and the publishers seem to have forgotten (if they knew) that dinosaurs are the subject of a vital and rigorous scientific discipline. While we've known of dinosaurs for 180 years, nearly half of them have been discovered in the last 20. Along with the expanded cast of characters have come dramatic findings about their habits, habitats and evolution. Herding, hunting and varied parental strategies are now far better understood.

Startling recent finds testify to the successful adaptation of dinosaurs to climates as extreme as Mesozoic deserts and polar forests. A field long handicapped by a paucity of hard data now has rich fossil information to demonstrate fundamental theories of how species developed and were affected by environmental pressures. And new methods of classification have allowed for the regrouping of dinosaurs into distinct families and orders—redefining, controversially, their relationship to one another, to reptiles and to birds.

Yet for all this, I have encountered only four children's books on the process of finding dinosaur remains—Digging Up Dinosaurs by Aliki, Dinosaur Mountain by Caroline Arnold, Dinosaur Dig by Kathryn Lasky and The Fossil Factory by Niles, Douglas and Gregory Eldredge. But there are no accounts of modern research expeditions, no descriptions of laboratory experiments and only one biography of dinosaur scientists (the execrable Dinosaur Hunters by Kate McMullan, who manages to work four significant misstatements into her very first paragraph).

Complaining aside, there are some noteworthy books by non-scientists. For preschoolers, roughly ages 3 to 5, there are Bryon Barton's colorful Dinosaur Bones and Michael Berenstain's I Love Dinosaurs series (though The Day of the Dinosaur by Stan and Jan Berenstain makes a hash of geological time).

Children in the lower grades can enjoy the "Eyewitness" series volume called Dinosaur, Victoria Crenson's Discovering Dinosaurs, Patricia Lauber's News About Dinosaurs and David Peters' oversized Gallery of Dinosaurs and Other Early Reptiles.

Older readers can learn much from Christopher Lampton's New Theories on the Dinosaurs and Helen Roney Sattler's New Dinosaur Dictionary, which are both well balanced and thorough. Best of all these non-scientist volumes is Jerry Booth's Big Beast Book, which presents innovative activities that draw children into doing science.

It's not really surprising, however, that the books that portray dinosaurs most accurately are by practicing scientists. Among the accurate books for children by scientists that seriously discuss the creatures of their mutual passion is Maia: A Dinosaur Grows Up by John R. Horner (with James Gorman), appropriate for even the youngest children. For early readers there is How Tough Was Tyrannosaurs? by Paul C. Sereno (though Torosaurus, not Triceratops as Mr. Sereno has it, is the largest dinosaur skull). Baby Dinosaurs and Giant Dinosaurs, both by Peter Dodson (with Peter Lerangis), are scientifically safe paperbacks for older readers.

Like diet books and peanuts, dinosaur books are habit-forming, but there is some question as to their genuine nutritional value. Still, a good list also includes James Farlow's On the Tracks of Dinosaurs, Michael Benton's Dinosaur Encyclopedia and David Norman's When Dinosaurs Ruled the Earth (an adaptation of his splendid Illustrated Dinosaur Encyclopedia for adults), all of which are sound references. The paleontologist Ted Daeschler's Start Collecting Fossils is a clever beginner's guide, with fossils attached, and paleontologist, Dougal Dixon's Be a Dinosaur Detective is a nifty activity book.

Yet even these worthwhile works are often hamstrung by unimaginative formats and inaccurate art. Why are children's dinosaur books so bad? The answer, says the paleontologist, David Weishampel of Johns Hopkins Medical School, is simply that "most writers haven't bothered to establish contact with the paleontological community. They're still operating on a mid-century information level." Brian Franczak, a dinosaur painter and illustrator who consults with scientists, finds children's dinosaur-book illustrators so far out of touch with science that "it's frightening. Most dinosaur illustrations are hopelessly bad. The artists rip off turn-of-the-century art, do no research and can't be bothered to create something original."

Underlying this sloppiness is a prejudice about science. People continue to believe that science can and must satisfy any of our inquiries, that definitive, simple answers—in this case about the life and death of dinosaurs—ought to be available at any given time. Once they grasped the idea, that is the way the Victorians viewed evolution: as a steady climb up a ladder of improvement, simple fact by simple fact.

In truth, dinosaur science (and, I suspect, other branches of science as well, when examined closely) is complex and filled with personal, political and social agendas. But dinosaur books, especially those for children, have portrayed the science as an imaginative ascent of progress—a picture that is woefully incorrect.

Thus what we have got are our own evolving prejudices, reflecting fashions and fads but projected onto a dinosaur world. Seen over the course of a century, the dinosaur book "mirrors faithfully our changing historical consciousness," as Sarah Greenleaf wrote in the children's science book review journal Appraisal. The mirror functions in much the same way that, say, biographies of Abraham Lincoln written over a century reflect our changing social values.

For so long we saw ourselves as the dinosaurs' betters. "The cold-blooded dinosaurs were just too stupid. They couldn't hold onto the world that was once their own," concludes In the Days of the Dinosaurs, a bible of my dinosaur-worshipping youth written by the adventurer Roy Chapman Andrews and first published in 1959. Now, dinosaurs are us—sleek and fit and troubled by the prospect of nuclear winter. How much better it would be if we celebrated dinosaurs for what we truly know, and don't know, about them. We owe our children, our science and our dinosaurs at least that much.

STARS OF PREHISTORY: DINOSAURS UNIT STATIONS AND BIBLIOGRAPHY

Gr. 3 and 4

by **JULIE LEE**, teacher-librarian, Meadowbrook Elementary School, SD#43 (Coquitlam).

Editor's comment: This excellent bibliography which is the heart of the stations teaching strategy reflects the teacher-librarian's expertise in the selection of reading and viewing materials and emphasizes the need to use authoritative reviewing sources. As knowledge and information about dinosaurs is changing constantly it makes the review process even more necessary. The accompanying article from The New York Times Book Review *brings this to our attention.*

School Profile

Bounded by the palatial multi-storey dwellings of Riverview Heights on the west and seventy government-subsidized social housing units on the east, Meadowbrook School (K-7), has undergone not only a drastic growth in numbers (100 students this past year) but the growth has also increased the variety, complexity, and severity of needs of our approximately five hundred students.

The library resource centre program is presently heading into its second year of co-operative program planning. At present the teacher-librarian is still providing relief time for the kindergarten teachers. The remainder of the classes still have regularly scheduled fifteen minute weekly book exchanges only. The rest of the periods are open for co-operative program planning and teaching.

The teacher-librarian has a unique position in this learning environment. Although many of the students have emotional and social problems, many are intellectually very bright and appear to consider the library resource centre as a haven. Therefore, the teacher-librarian is a natural liaison not only between the home and school and between students and their studies but also between the staff and students.

Goals, Objectives and Learning Outcomes

1. **Goal:** To develop attributes of wonder, curiosity, interdependence and independence necessary for lifelong learning

   Objectives & Learning Outcomes: To develop the student's ability to locate and use information from a variety of sources by
   i) using media resources (filmstrip, audiotapes)
   ii) using non-print sources (observing and looking at pictures; listening post)
   iii) using a wide range of library resources (specialized reference materials, variety of subjects: art poetry, riddles, fiction)

2. **Goal:** To develop the knowledge, skills and processes needed to communicate effectively by listening, speaking, reading, writing and viewing

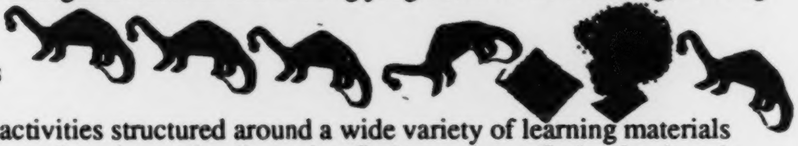
   Objective & Learning Outcome: To develop the student's ability to read and view independently by summarizing the main ideas of a print or non-print selection.

3. **Goal:** To develop a wide variety of strategies necessary for learning

   Objective & Learning Outcome: To develop the student's ability to apply effective strategies to learn cooperatively by being accountable and responsible in a cooperative learning situation; and to develop the student's ability to apply effective strategies to learn independently by working on assigned tasks independently without interrupting others.

4. **Goal:** To extend capacity for critical thought and expression within the context of language,literature and media

   Objective & Learning Outcomes: To develop the student's ability to take a critical stance by drawing conclusions and making judgments while listening, reading or viewing



Teaching Strategies

- stations—learning activities structured around a wide variety of learning materials appropriate to different learning styles (i.e. using fiction and non-fiction books, pictures, filmstrips, video, listening post or specialized dictionaries);
- thematic approach—theme of "dinosaurs" integrated in a multi-disciplinary (Art, Music, Poetry, Science, Language Arts, Social Studies) fashion;
- discovery learning—students decide what they already know about the subject and pose questions which they need answered;
- research process—students receive an organizational format to record their discoveries (appearance, habitat, food and interesting facts; why did the dinosaurs disappear?), and
- discussion—in the culminating activity the students collectively share their information while the teacher records their facts on a class chart. In this exercise, the students gain confidence in verbally expressing their thoughts and ideas

Introductory and Culminating Lessons

The students have received an invitation to attend a "Dinosaur Dig" in the Meadowbrook Swamps (library resource centre) which is decorated with dinosaurs galore. Upon the group's entry into the library resource centre, an audiocassette taping simulates possible sounds of the dinosaur's environment.

Using the poem "So It Goes" by William Cole (Dinosaurs and Beasts of Yore), introduce the unit.
Students will brainstorm what they already know about dinosaurs, what they do not know about dinosaurs and finally, suggest questions which they might have about the dinosaurs.

On little 'Post-its', each group of students will write facts which they know about dinosaurs, as well as questions about dinosaurs. Using a separate sheet of chart paper for each of a number of headings, such as appearance, food, habitat and special characteristics, the groups will classify their facts by sticking their Post-it on the chart under the appropriate topic.

Students will keep the questions in mind while they are researching for their information. The most common question is "Why or how did the dinosaurs become extinct?"

In the final lesson of the unit, reference will be made to the questions on the charts, when the groups will co-operatively and collectively offer their findings about different dinosaurs.

The video All About Dinosaurs will be shown to culminate the unit. The unit comes to a close with a little advice from Louis Phillips' poem, "The Dinosaur."

The dinosaur had two brains.
One in his head
and one on his tail.
So how did he fail?

Well,
Let me put a bee in your bonnet—
If you have a good brain,
Don't sit on it.

Stations and Sequence of Learning Activities

Students' Task and Time Allotment - 40 minutes per station

Rotating through the stations and using the variety of materials provided, students must skim, locate and make notes on the appearance, food, habitat, and special characteristics of four uncommon dinosaurs. Answer booklets are provided. Popular dinosaurs cannot be used for research subjects, as one of the purposes of this unit is to extend knowledge of dinosaurs. Instead the popular dinosaurs such as tyrannosaurus, brontosaurus, stegosaurus, ankylosaurus, brachiosaurus, and triceratops will be used as the names of the student groups. Since success is important in the first attempt with research, students may buddy or work individually in the research stations.

Stations 4-6 will be handled in the classroom by the classroom teacher; the research stations 1-3 will take place in the library.

Station 1: Non-fiction Books

Research Skills: Skimming and simple note-taking, simple bibliography—only the author and title, and using the index to locate information.

Criteria for choosing these books include a good review, information on the specific topics (meat eaters, plant eaters) as outlined in the student's tasks, index for locating information, and a variety of reading levels to cater to the individual differences among the students.

Atmore, Stephen. Dinosaurs. (Illus. by David A. Hardy.) Newmarket, England: Brimax Books, 1988. 45 pp. Index. ISBN 0-86112-460-X.

Gr 3-6 In this beautifully-illustrated British publication, the author has organized his information in a logical development of the dinosaurs' existence through the ages. The large print coupled with detailed landscapes, and world maps on the end papers showing the location of the fossil discoveries efficiently and clearly presents the reader with a wealth of knowledge at a glance. All articles are brief (one page) but interesting topics such as "headbangers", "strange beasts", "monsters of the deep" and "why did the dinosaurs die out?" are sure to invite the young enthusiast to return for a browsing session with this book. Any young researcher will find also the bold-faced topics in the index a great asset in locating information.

Cohen, Daniel. Dinosaurs. (Illus. by Jean Zallinger). NY: Doubleday, 1987. 41 pp. ISBN 0-385-23414-7. Index. C.I.P.

Gr 4-7 This over-sized edition, often with double-page spreads but brief one-page texts, portrays the world of the majestic dinosaurs by describing the major types, possible appearance and behaviour and also recent theories about their extinction. Of special interest to the dinosaur enthusiast is the discussion of the relationship between the dinosaurs and the modern reptiles and birds. Index titles are bold-faced and italicized for efficiency in locating topics. Students will undoubtedly experience success in skimming the text and locating information from this source.

Dixon, Dougal. Be a Dinosaur Detective. Illus. by Steve Lings. Minneapolis: Lerner, 1988. 35pp. $9.95. ISBN 0-8225-0894-X. Charts. Glossary. Index. CIP.

Gr 1-4 The over-size format accompanied by charts and diagrams and brief paragraphs of information provide the beginning researcher with basic information. The interactive text with the question/answer technique attempts to provide information about various dinosaurs and their lifestyles and habitats. It also explains how recent discoveries dispel previously held beliefs. SLJ does not recommend this title for research purposes but in this particular exercise, I consider the limited amount of text as an essential ingredient for success in the students' first research project.

Dixon, Dougal. The First Dinosaurs. (The New Dinosaur Library Series). Milwaukee: Gareth Stevens, 1987. 32 pp. $13.26. ISBN 1-55532-283-2. Glossary. Index. C.I.P.

Gr. 3-6 The first title in the New Dinosaur Library Series contains many positive attributes such as "creative, colorful and accurate but true dinosaur photographs" and text which is "current and appropriate for young readers". Furthermore, the large print format of each page includes a short script for each dinosaur and this resource provides measurements in both the metric and Imperial systems. The only criticism by the reviewers is that the text may be too simplistic, but again ,for the purposes of this unit, the simple material will serve as an asset for most of the children in the class.

Langley, Andrew. Dinosaurs. NY: Franklin Watts Inc., 1987. 32 pp. ISBN 0-531-10449-4. Glossary. Index.

Gr 2-4 The extra-large bold-printed text of this very simply written book will appeal especially to the slower readers. This British publication covers the basic range of topics which include the size of dinosaurs, defense and escape, keeping warm, where they lived, and "after the dinosaurs". An excellent chart of the dinosaur family tree sprinkled with numerous colourful illustrations encourages the students to realize that information can be recorded in non-print formats. Furthermore, by glancing at the bold print of the Table of Contents, students can easily locate their information on their topics of "plant eaters, flesh eaters" and "death of the dinosaurs".

Lauber, Patricia. The News About Dinosaurs. 48p. Illus. reprods. NY: Bradbury Press, 1989. ISBN 0-02-754520-2. Index.

Gr 4-6 This publication gives an analysis of recent thinking on why and how the dinosaur became extinct. Furthermore, highly informative articles include such topics as colors of dinosaurs (camouflage), feeding their young, warm-bloodedness and social behaviour. The high caliber of writing is matched by the excellence in illustrations as many of the drawings have been done by paleontologists. This book will surely become a favorite dessert for the more capable readers and enthusiasts in the group. Enrichment material.

Ranger Rick's Dinosaur Book. National Wildlife Federation, 1984. 96 pp. $12.95. ISBN 0-912186-54-2. Index.

Gr 5-9 The impressive list of credits emphasizes the authenticity and reliability of the information. Dramatic photographs and artwork are generously scattered through the well-written text. As stated in the review, the main topic appears to be an emphasis on the carnivores but it also notes that the "time and size scales are those that children will understand as are the comparisons with present-day animals' physical and social behaviours". In addition, the book deals with the physical characteristics, habits and changing surroundings of the various kinds of dinosaurs that once roamed our earth. This book will provide ample discussion material for the better readers in the group.

Station 2: Filmstrip and Cassette

Research skills: Listening and viewing skills, and note-taking.

The Magnificent Dinosaurs. United Learning, 6633 W. Howard Street, Niles, IL 60648; 1987. Color. Teacher's guide. 4 filmstrips, 48-54 frames ea., and 4 cassettes, 7-9 min. ea.: $145.

Gr 4-6 The conceptually oriented program, through its effective diagrams and alternating narrators, deal with the dinosaur's physical appearance, new discoveries about food preferences, speed, body temperature, care of the young and introduces a number of theories about their extinction. Young enthusiasts will be fascinated by this wealth of information.

Animals of Prehistoric Times. Society for Visual Education, Inc., 1345 Diversey Pkway., Chicago, IL 60614; 1987. 4 color filmstrips, 50 frames ea.; 4 cassettes, 12 min. ea. $35 (ea.); $98 (set).

Gr 5-8 The information offered in the filmstrips, "Sea Life and Amphibians", "The Dinosaurs", The Flyers" and "The Mammals" will inspire students to seek further answers to unresolved questions about dinosaurs. Unlike many other visual resources, this series also offers a list of recommended books which will supply possible answers to these puzzles. Brightly coloured charts, artistic landscapes and an electronic musical accompaniment to the narration should hold the attention of the younger set. Great for discussion purposes, too.

Station 3: Specialized Dictionaries

Research Skills: Alphabetizing, simple bibliography.

Enton, Michael. Dinosaurs, an A-Z guide. Illus. Jim Channell and Kevin Maddison. Kingfisher, 1988. pp 176. ISBN 0-86272-385-X Index.

Gr 2-5 This extremely well-formatted book includes a brief but clearly charted geological history accompanied by succinct descriptions and excellent illustrations, details of localities and size estimates followed by a list of major museums where dinosaur displays can be found. Basic information on each giant includes a pronunciation guide, the name's meaning, who named the dinosaur, museum location, geological period of existence, mini world map of location, pictorial size in relation to a man (stated only on metric terms) and a written explanation.

Sattler, Helen Roney. The Illustrated Dinosaur Dictionary. Ill. Pamela Carroll. Color illus. by Anthony Rao & Christopher Santaro. NY: Lothrop, Lee and Shepard Books, 1983. 315 pp. Index. $17.50 ISBN 0-688-00479-2

Gr 4-7 This comprehensive alphabetical reference source surpasses the author's notable offering of Dinosaurs of North America as it covers the whole world. The entry for each creature includes a pronunciation guide, source of the name, brief description of physical characteristics (both metric and Imperial measurements), feeding habits and its specific classification. Over half of the entries also include a black line drawing which emphasizes distinctive features. A supplementary section includes maps of continent formation, evolutionary chart, a bibliography and a geographical listing of fossils. Excellent scope of content for all age levels.

Station 4: Poetry, Jokes and Riddles

Skills: Write a limerick or riddle.

The classroom teacher will teach a mini-lesson on the writing of limericks and students will have the option of choosing a limerick or a riddle to compose and illustrate. Students may work with a buddy.

Adler, David A. The Dinosaur Princess: and Other Prehistoric Riddles. Illus. by Loreen Leedy. NY: Holiday, 1988. Unpaged. $9.95 ISBN 0-8234-0686-5

Gr 1-4 This volume of prehistoric wit and humour is bound to entertain young children. Such riddles as "What do you get when you cross a dinosaur with a magician?" [dinosorcerer] or "How did cavemen and women discover the sun?" [It just dawned on them] coupled with hilarious illustrations are explicit examples which enable the students to write and illustrate their own dinosaur riddles. Great fun for everyone!

Hopkins, Lee Bennett (Ed.). Dinosaurs. Illus. by Murray Tinkelman. NY: Harcourt Brace Jovanovich, 1987. 48pp. $12.95. ISBN 0-15-223495-0

Gr 3-5 This excellent collection of eighteen poems is bound to win over the most reluctant poetry student. Eight of the selections were commissioned for this book while reprints by such notables as Myra Cohn Livingston and Lillian M. Fisher combine to encourage the "young reader to imagine how dinosaurs lived, ruled the earth and died". A helpful index of authors, titles and first lines appears to assist you on your "excursion into a bygone era".

Prelutsky, Jack. Tyrannosaurus was a beast: dinosaur poems. Illus. by Arnold Lobel. NY: Greenwillow, 1988. 31 p. $11.88. ISBN 0-688-06443-4

Gr 2-5 Although these beasts no longer roam the land, it seems that more and more youngsters are becoming enthralled by the subject of dinosaurs. Lobel's ink drawings with watercolor washes enhance the spontaneity of verses about this huge and possibly destructive creature, while on the other hand, as captured by the cover with the Tyranno posing with a grin, it seems an almost huggable monster. Often the mere thought of poetry projects a wrinkled frown but this production will undoubtedly assist teachers to "awaken a love of poetry, teach a bit of natural history, increase their students' vocabulary...and, incidentally, hear the sound of laughter in their classrooms".

Station 5: Listening Post

Story: Carrick, Carol. Patrick's Dinosaur

Skills: Listening to the taped story, recording the main ideas through art and retelling the story in student's own words.

Station 6: Art Books and Software

Student activity: Using the "Designasaurus" computer program, and use of pictures for research.

Skills: Observation and recording facts from pictures and drawing or designing a contemporary dinosaur.

Bolognese, Don. Drawing dinosaurs and other prehistoric animals. (How to draw). Watts, 1982. Illus. $8.90. ISBN 0-531-04398-3.

Gr 4-5 A perfect choice as a follow-up to Emberley's book of basic designs of dinosaurs as the intermediate student will now get an opportunity to learn how to draw some uncommon dinosaurs. Technicalities such as sizing, shading and motion are emphasized with a bit of advice for sketching practices—"sharpen your observation skills and practice by working from toy models."

Emberley, Michael. Dinosaurs! A drawing book. NY: Little, Brown, 1980. 48 pp. illus. $5.95 ISBN 0-316-23417-6.

Gr 2-5 Do you have problems in drawing dinosaurs? Here is the perfect beginner's step-by-step guide in the sketching of basic forms for the common dinosaurs. The methodical procedures are bound to produce successful pictures which will encourage the budding artist to ask for more. A natural follow-up is Bolognese's title or perhaps Lee J. Ames offering of Draw 50 dinosaurs and other prehistoric animals.

Prehistoric World—Poster. Starmakers Publishing Corporation.

Gr 2 and up This beautiful poster-size plasticized scenario of the dinosaurs in their environment includes a time line which shows the arrival of the various dinosaurs through the ages. The script under each of the periods includes such information as the period of history, names of the dinosaurs, what their names mean, and a brief description which includes the use of metric measurements. The illustrated creature's size is shown in relation to a picture of two children; this visual representation will encourage the children to critically evaluate pictures. Authenticity is validated by a note indicated that the poster is based on a series of models from the British Museum of Natural History.

Quadriga Poster Magazine Series—Dinosaur Series 1-4. Quadriga Limited, Warwick House, 334 Kilburn High Road, London (British Museum of Natural History, 1979.

Gr 3-7 This double-sided poster and magazine series supplies the reader or the observer with a wealth of dinosaur facts. Each poster in the series depicts a different period. On one side of the poster is a scene of the dinosaurs and their habitat with numbers keyed to an explanation not only naming the dinosaur but also providing basic facts on its physical appearance (metric measurements), food and habitat. The other side of the poster deals with the special facts such as defence. A great addition for any resource centre.

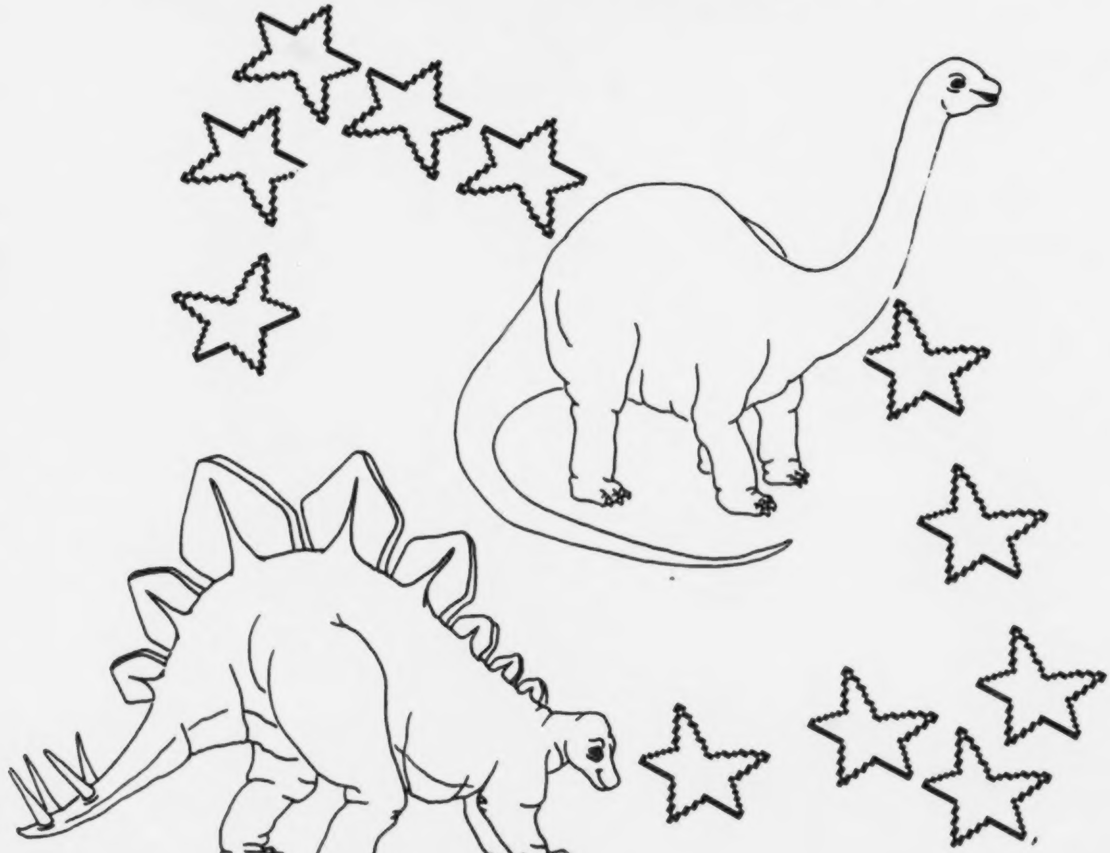
Zoobooks Dinosaurs—Magazine. Wildlife Education Ltd., 930 West Washington Street, San Diego, California 92103.

Gr 3-6 This colourful magazine deals only with the subject of dinosaurs. Similar in layout to the poster pictures from the British Museum of Natural History, the magazine deals with such aspects as why the dinosaurs really died, how they lived, different kinds of dinosaurs, and a presentation of the restoration of dinosaurs. The brief explanations will certainly whet the dinosaur fan's appetite for more information and perhaps encourage the student to start critically evaluating information which they read. An excellent supplementary source for any youngster wanting to learn more about dinosaurs.

Designasaurus. Software program by Designware, a division of Britannica Educational Limited.

Gr 4-6 This simple software program allows the user to print dinosaur posters and portrays dinosaurs through four prehistoric periods. The guide gives clear sets of directions in running the program. The most creative aspect of this program is that it allows you to make your own dinosaur in the "Build-a-Dinosaur" section. After a "Walk-A-Dinosaur", a student will conclude that the carnivores, herbivores and the vegetation were interdependent in the prehistoric ecosystem. Some of the more advanced students will also realize that this situation is in existence even today.

A list of review sources can be obtained by writing Julie Lee at her school.



BIBLIOGRAPHY OF DINOSAUR BOOKS

Author	Title	Gr	Format	Subject
Adler, David	Dinosaur Princess & other riddles	K-2	nonfiction book	riddles
AIMS Media	Dinosaurs: the terrible lizards	5-7	audio-video	science
Aliki	Dinosaurs are different	2-4	nonfiction book	science
Aliki	My visit to the dinosaurs	P-2	nonfiction book	science
Ames, Lee	Draw fifty dinosaurs...prehistoric animals	3-8	nonfiction book	art
Ames, Lee J.	Draw 50 beasties and yugglies....night	3-8	nonfiction book	art
Attmore, Stephen	Dinosaurs (BR. PUB.)	3-6	nonfiction book	science
AudioVisual Insight Data	Age of the dinosaurs	3-6	audio-video	science
Barton, Byron	Dinosaurs, dinosaurs	P-1	nonfiction book	science
Barton, Byron	Dinosaurs, dinosaurs	1-2	fiction book	
Bates, Robin	Dinosaurs and the dark star	4-6	nonfiction book	science
Benton, Michael	Dinosaur encyclopedia	5-8	nonfiction book	specialized
Benton, Michael	Dinosaurs An A-Z guide	3-7	nonfiction book	specialized
Benton, Michael	How dinosaurs lived?	4-6	nonfiction book	science
Better Homes & Garden	Better homes & Gardens dandy dinosaurs	P-2	nonfiction book	art
Bolognese, Don	Drawing dinosaurs &...animals	4-6	nonfiction book	art
Brit Museum of Nat History	Prehistoric world	3-6	poster	science
Britannica Educational	Designasaurus	3-6	software	art
Butterworth, Oliver	Enormous egg	4-6	fiction book	
Carrick, Carol	Big old bones: a dinosaur tale	P-2	fiction book	
Carrick, Carol	Patrick's dinosaur	P-2	fiction book	
Carrick, Carol	What happened to Patrick's dinosaur?	1-4	fiction book	
Cauley, Lorinda	Trouble with Tyrannosaurus Rex	2-3	fiction book	
Clark, Mary Lou	Dinosaurs (New True book)	2-3	nonfiction book	science
Cohen, Daniel	Dinosaurs	1-6	nonfiction book	science
Cohen, Miriam	Lost in the museum	1-3	fiction book	
Cole, William	Dinosaurs and beast of yore	3-5	nonfiction book	poetry
Craig, Jean	Dinosaurs and more dinosaurs	1-3	nonfiction book	science
DePaola, Tomie	Little Grunt and the big egg: prehistoric fairy tale	2-3	fiction book	
Dixon, Dougal	Be a dinosaur detective	1-4	nonfiction book	science
Dixon, Dougal	Find out about dinosaurs and the...world	5-9	nonfiction book	science
Dixon, Dougal	First dinosaurs	3-6	nonfiction book	science
Dixon, Dougal	Hunting the dinosaurs (New Dino. series)	3-6	nonfiction book	science
Dixon, Dougal	Jurassic dinosaurs	3-6	nonfiction book	science
Dixon, Dougal	Last dinosaurs	3-6	nonfiction book	science
Dixon, Dougal	Time exposure: photographic record...	5-9	nonfiction book	science
Eldridge, David	Giant dinosaurs	3-6	nonfiction book	science
Eldridge, David	Last of the dinosaurs	3-6	nonfiction book	science
Elting, Mary	Macmillan book of dinosaurs...creatures	3-5	nonfiction book	science
Emberley, Michael	Dinosaurs!	2-5	nonfiction book	art
Emberley, Michael	More dinosaurs! and other...beasts	2-5	nonfiction book	art
Encyclopedia Britannica	Learning about dinosaurs	4-6	picture set	science
Freedman, Russell	Dinosaurs and their young	2-4	nonfiction book	science
Fuchshuber, Annegart	From dinosaurs to fossils	P-3	nonfiction book	science
Gibbons, Gail	Dinosaurs	2-4	nonfiction book	science
Glut, Donald	New Dinosaur Dictionary	5-7	nonfiction book	specialized
Hately, David	Dinosaurs - Ladybird book	K-3	nonfiction book	science
Hennessy, B.G.	Dinosaur who lived in my backyard	P-1	fiction book	
Hopkins, Lee Bennett, ed.	Dinosaurs	3-5	nonfiction book	poetry
Joyce, William	Dinosaur Bob & his adventures...Lazardo	K-2	fiction book	
Keller, Charles	Colossal fossils: dinosaur riddles	2-6	nonfiction book	jokes
Kellogg, Steven	Prehistoric Pinkerton	P-2	fiction book	

Author	Title	Gr	Format	Subject
KIDSVIDS	Dinosaurs	3-6	audio-video	science
Knight, David	Battle of the dinosaurs	4-6	nonfiction book	science
Kroll, Steven	Tyrannosaurus game	P-2	fiction book	
Lambert, David	Age of dinosaurs	4-7	nonfiction book	science
Lambert, David	Dinosaurs	K-4	nonfiction book	science
Lambert, David	Dinosaurs - Granada guides (BR. PUB.)	4-6	nonfiction book	science
Lambert, David	Field guide to dinosaurs:..complete guide	7+	nonfiction book	specialized
Lampton, Christopher	Dinosaurs and the age of reptiles	4-7	nonfiction book	science
Langley, Andrew	Dinosaurs (BR. PUB.)	2-4	nonfiction book	science
Lauber	Dinosaurs walked here and other stories...tell	3-5	nonfiction book	science
Lauber	News about dinosaurs	1-5	nonfiction book	science
Macdonald Starter.	Dinosaurs	K-2	nonfiction book	science
Moseley, Keith	Dinosaurs: a lost world	4-6	nonfiction book	pop-up
Most, Bernard	Dinosaur Cousins?	1-3	nonfiction book	science
Most, Bernard	If the dinosaurs came back	1-3	fiction book	
Murphy, Jim	Last dinosaur	2-4	nonfiction book	science
Nat Geographic Society	Plants and Animals of long ago	4-6	filmstrip/cass	science
National Geographic Society	Creatures of long ago: Dinosaurs	2-6	nonfiction book	pop-up
National Geographic Society	Dinosaurs	3-5	nonfiction book	science
National Wildlife Federation	Ranger Rick's dinosaur book	5-9	nonfiction book	science
Norman, David	Age of the dinosaurs	1-3	nonfiction book	science
Norman, David	Dinosaur (Eyewitness series)	4-6	nonfiction book	science
Parish, Peggy	Dinosaur time	P-2	nonfiction book	science
Parker, Steve	Dinosaurs and how they lived	2-6	nonfiction book	science
Petty, Kate	Dinosaurs	2-3	nonfiction book	science
Prelutsky, Jack	Tyrannosaurus..beast: dinosaur poems	2-5	nonfiction book	poetry
Pringle, Lawrence	Dinosaurs and their world	4-6	nonfiction book	science
Quadriga Ltd Br Museum	Dinosaurs - series 1-4	3-7	posters	science
Rogers, Jean	Dinosaurs are 568	2-4	fiction book	
Rowe, Erna	Giant dinosaurs	P-2	nonfiction book	science
San Diego Zoo	Zoobooks - DINOSAURS	3-7	magazine	science
Sattler, Helen	Baby dinosaurs	4-6	nonfiction book	science
Sattler, Helen	Dinosaurs of North America	2-5	nonfiction book	science
Sattler, Helen	Illustrated Dinosaur Dictionary	4-7	nonfiction book	specialized
Sattler, Helen	Tyrannosaurus and its kin	4-6	nonfiction book	science
Schatz, Dennis	Dinosaurs - a journey through time	4-7	nonfiction book	workbook
Schwartz, Henry	How I captured a dinosaur	P-2	fiction book	
Selsam, Millicent	First look at dinosaurs	1-3	nonfiction book	science
Selsam, Millicent	First look at dinosaurs	K-4	nonfiction book	science
Simon, Seymour	Largest dinosaurs	K-2	nonfiction book	science
Simon, Seymour	Smallest dinosaurs	1-3	nonfiction book	science
United Learning	All about dinosaurs	3-5	filmstrip/video	science
United Learning Inc.	Magnificent Dinosaurs	4-6	audio-video	science
Walden Books	Where the dinosaurs lived in the world	3-7	wall map	soc stud
Walton, Rick	Fossil follies! Jokes about dinosaurs	3-6	nonfiction book	jokes
Wilford, John	Riddle of the dinosaur	7+	nonfiction book	science
Williams, Barbara	Mitzi and the terrible tyrannosaurus	3-7	fiction book	
Wilson, Ron	100 Dinosaurs from A to Z	3-5	nonfiction book	specialized
Zallinger, Peter	Dinosaurs and other archosaurs	5-9	nonfiction book	science
	Once upon a dinosaur	1-4	sd recording	music

SPACE AGE LINK UP WITH NASA

by **AUDREY LUNDIE,** teacher-librarian, Seaforth Elementary School, SD#41 (Burnaby).

BY MODEM

Bulletin boards supported by NASA for educators, and students are free of charge.
Only cost will be your long distance connect time.

NASA SPACELINK BULLETIN BOARD:
Marshall Space Flight Center
Huntsville, Alabama
1-205-895-0028

NASA LEWIS EDUCATIONAL BULLETIN BOARD:
Lewis Research Center
Cleveland, Ohio
1 -216- 433-8035

Both BBS allow you to ask questions before you log off. Your question will answered the next time you log on. (kind of a nifty feature) Files include shuttle manifests, crew biographies, purpose of mission, cargo etc.

As well as a wealth of great material for browsing, downloading etc., there are also great graphics under Main Menu 9, sub menu 11. (includes logos for all the shuttle flights, and space shuttle clip art).

DR. ROBERTA BONDAR, CANADIAN ASTRONAUT, IS SCHEDULED FOR A SHUTTLE MISSION EARLY NEXT YEAR (JAN. 1992). INFORMATION ON STS-42 AND OTHER SHUTTLE FLIGHTS IS AVAILABLE ON SPACELINK FILE, SPACE SHUTTLE MANIFEST.

SFU MTS (291-4700) Science Conference and **VSB Ed-Net** (732-8777) have large files of downloaded Spacelink material.

Hot tip:
If you have an SFU account, you can access Spacelink thru Telenet. At the # prompt, type SO **NASA:SPACELINK**. The main menu for Spacelink will then appear.

BY SATELLITE

NASA EDUCATIONAL SATELLITE VIDEOCONFERENCE SERIES:
(Four Videoconferences per school Year)
Videoconference Site is Oklahoma State University, at Stillwater.

(Oklahoma State is the contractor for all educational resources)

October 16, 1991	Space Exploration Initiative
December 11, 1991	Life Sciences Research
February 19, 1992	Aeronautics
April 15, 1992	Space Flight / Space Station

This is the fifth year that NASA has provided these live, interactive satellite videoconferences.

If your District does not have a satellite site, you may have to find someone with a C-band satellite receiving dish. The satellite is Westar IV (99W) and you must receive broadcast between 2:30-4:00 pm Eastern time.

NASA also has a 24 hour **NASA-select T.V.** channel which can be received by satellite. It's great during the live shuttle missions!

FAIRFAX COUNTY PUBLIC SCHOOLS FREE ELECTRONIC FIELD TRIPS:
The series is geared for students and provides print materials and mentoring via a computer bulletin board. The series this year will focus on Life under glass: a look at Biosphere 2. Three-part electronic field trips are planned, which will introduce students to Biosphere 2. Students will be able to interact with the Biospherians via an 800 toll-free number.

Request teacher support material from:
Fairfax County Public Schools,
Office of Media Services,
4414 Holborn Avenue,
Annandale, VA 22003
ATTN: Faithe Smith

VIDEOTAPE LIBRARY

NASA videotapes can be obtained from a variety of sources. They are all considered **public domain** since NASA is an agency of the U. S. Government.

Videotapes and other A/V can be obtained at very little cost from CORE, which is a clearing house for all A/V material. You will only have to pay for shipping and handling, and the cost of the videotape. **(A REAL BARGAIN)**

Write and request a catalogue:
NASA CORE,
Lorian County JVS,
15181 Route 58 South,
Oberlin, OH 44074
U.S.A.

SPACE RESOURCE CENTRE,
Marc Garneau Collegiate Institute,
135 Overlea Blvd.,
Don Mills, Ontario M3C 1B3
Telephone: (416) 396-2421
Fax: (416) 396-2423

Canadian distribution centre for NASA and Canadian educational material. Write and request their Space Resource Centre Catalogue which lists their VHS videotapes, 35 mm slides and print material. You will pay a nominal cost to cover duplication, postage and handling.

PRINTED DOCUMENTS

NASA publishes a wealth of educational material including charts which are either free or very reasonable. They can be ordered through any of the regional NASA Centres, or through the GPO.

Send for:
NASA Educational Publications
PAM - 101/7-87
Superintendent of Documents,
U.S. Government Printing Office,
Washington, DC 20402
U.S.A

NASA reports to educators is published quarterly for the educational community. It contains such information as updated news from NASA, classroom activity ideas using NASA generated data and publications, Youth activities, new publications about NASA and more.

Also available from NASA is a well-written booklet entitled **On the wings of a dream: the space shuttle.** This booklet contains the complete "Space Shuttle" story- the design and make-up of the Shuttle, orbiting in the world of weightlessness, eating in space, sleeping in space, the bathroom in space (which every kid is curious about) and much more about the shuttle and space travel in general.

Both publications available from:
National Aeronautics and Space Administration,
Educational Affairs Division,
Washington, DC 20546
U.S.A.

PERIODICALS

ODYSSEY (Elementary grades)
published monthly by Kalmbach Publishing Company, 21027 Crossroads Circle, P.O. Box 1612, Waukesha, WI 53187-1612, USA. $25 subscription fee. Check out July, 1990 issue Vol. 12, No 7, pages 32-34 for a great article on signing onto the Spacelink Bulletin Board

NSTA PUBLICATIONS: SCIENCE THE TEACHER, SCIENCE & CHILDREN

NSTA (National Science Teachers' Association) offers great resources that are reasonably priced. The March issue of Science & Children always provides an annotated bibliography of outstanding science books published for children during the preceeding year.

BOOKS AND SLIDE SETS

Order Department,
Lunar and Planetary Institute,
3303 NASA Road 1,
Houston, TX 77058-4399
U.S.A

Extremely reasonable way to obtain slide sets with explanatory booklet.
For example, Apollo Landing Sites, 40 slides, $17.00, plus $3.00 shipping
(ANOTHER BARGAIN)

MOON ROCKS

Many teachers have been licenced to bring rock samples (displayed in plexiglass disks) to their Districts. These are pieces of the rocks collected from the surface of the Moon by the Apollo missions. You must use a microscope to look at the disks. When arrangements are made to have the rocks delivered to your school it will have to be done by one of the licenced teachers (who must have the disks in their sight AT ALL TIMES!) A kit will arrive with the rocks as well with supplementary material including video.

COMPUTER SOFTWARE

Software for Aerospace Education; A Bibliography (second edition)
Educational Technology Branch
Educational Affairs Division
NASA Headquarters
Washington, DC 20546
request PED-106

For those of you who work in a Macintosh environment, there are some Hypercard stacks available which interact with laser disks which are out of sight!

Voyager is another useful software program.

ASTRONAUT SCHEDULING

Write to:
Jean Ellis,
Astronaut Appearance - CB
Johnson Space Centre
Houston, Texas 77058
Telephone: (713) 483-2629
NASA requires 6 to 8 weeks advance notice.
You will be expected to pay the astronaut's expenses to and from your school.
Believe it or not, they are regular people (well, almost) and would make terrific speakers! Your costs will be return air fare from Houston to Vancouver, accommodation and meals.

Canadian Astronaut Scheduling:
Write to:
Suzanne Briere,
Liaison and Logistics Officer,
Canadian Astronaut Program,
c/o National Research Council of Canada,
Building R-92,
Ottawa, Ontario K1A 0R6
Telephone: (613) 993-5381
Fax: (613) 993-5125

Canadian Astronaut scheduling requires 6 to 8 month advance notice. It is similiar to NASA's requirements as far as covering expenses etc.

CREW PATCHES & OTHER MEMORABILIA

Send for catalog from:
Star Realm,
7305 S. 85th
Omaha, NE 68128
U.S.A.
Telephone: (402) 331-4844

Ask for Star Realm Space Catalog, Section 1, Patches Update 3-15-90. This supplier is the most reasonable source outside of a NASA gift shop.

SPACE FOOD

Dehydrated ice-cream, french fries etc. available in pouch packages at Science World, Planetarium, and Science specialty stores. There is a great Science store at Lonsdale Quay in North Vancouver which also sells these materials. One pouch of ice cream sells for $2.95.

SHUTTLE PREDICTION AND RECOGNITION KIT (SPARK)

Kit, Worksheets, and Mission charts are available from NASA,
Lyndon B. Johnson Space Center,
Code AP-4
Houston, Texas 77058

A mission chart is published 20 days before every shuttle flight which shows the orbits the shuttle will make on the mission. Students can calculate when the shuttle will be seen in their local area. A bit difficult to figure out at first, but well worth the try. A great challenge for upper Intermediate and Secondary Math students.

INTERNATIONAL STUDENT SPACE SIMULATION

ISSS
25025 I-45 N. Suite 565
The Woodlands
Texas 77380
Telephone: (713) 367-4242

ISSS Membership is $100 US yearly

Coordinators:
Jerry Bernhardt Jr. and Larry McHaney
J.L McCullough High School
Conroe Independent School District
3800 S. Panther Creeek Drive
The Woodlands
Texas 77380
Telephone: (713) 367-1025
Fax: (713) 292-0133

Each year a simultaneous mission is planned for participating schools. During the 72 hour mission, four student astronauts live in a space simulator of their design. The astronauts concentrate their efforts on conducting experiments and other space related activities. While living in the habitat, students simulate actual space flight and orbit, through the use of student produced, computer simulation programs. Communications between the simulator and mission control is accomplished through the use of video cameras and monitors, radio transceivers and computers.

It is expected that students from the U.S., Canada, Mexico, Japan and the U.S.S.R will be linked for this year's simulation.

Canadian schools involved:
Seaforth Elementary School,
7881 Government Street,
Burnaby, B.C. V5A 2C9
Telephone: (604) 420-1214
Contact Teacher: Audrey Lundie

Lisgar Collegiate Institute,
29 Lisgar Street,
Ottawa, Ontario K2P 0B9
Telephone: (613) 239-2696
Contact Teacher: Terry Pritchett

Externat Sacre-Coeur,
330 Montee Sesage
Rosemer, Quebec J7E 4H4
Telephone: (514) 621-6720
Contact Teacher: Claude Dignard

YOUNG ASTRONAUT CLUB

Membership fee: $60 US yearly
Young Astronaut Council
1211 Connecticut Avenue, N.W., Suite 8
Washington D.C. 200
Telephone: (202) 682-1984

Newsletters, membership certificates, and teacher resources are provided to sponsor teachers.

THE ULTIMATE FIELD TRIP

Earth Shuttle

An Educational Travel Program developed for grades 3-12 to utilize four of America's most remarkable learning centers: EPCOT Center at WALT DISNEY WORLD, KENNEDY SPACE CENTER's SPACEPORT USA, SEA WORLD and UNIVERSAL STUDIOS.

Sign up 15 students and your trip is FREE

Contact:
Faye Neathery
882 Davis Road
League City, Texas 77573
Telephone: (713) 332-7308

MODEL ROCKET SUPPLIES

Send for catalog from:
Hobby Industries,
140 Applewood Crescent,
Concord, Ontario L4K 4E2
Telephone: (416) 738-6556
FAX: (416) 738-6329

This is the Canadian distributor of Estes products. Schools will receive a 40% discount when ordering supplies.

CHALLENGER CENTER FOR SPACE SCIENCE EDUCATION

Education Outreach Office,
Challenger Center,
1101 King Street,
Suite 190,
Alexandria, VA 22314
U.S.A.
Telephone: (703) 683-9740

The Challenger Center has a series of innovative, multi-disciplinary, classroom materials centering on space. Challenger Center materials emphasize creative problem solving, critical thinking and cooperative learning.

They also have a Speakers Bureau, host Regional Workshops and a National Teacher Conference. They also sponsor a teleconference series which is transmitted via satellite.

Membership fee: $35 yearly includes Challenger Center publications and packages.

NASA SPACE SCIENCE SEMINAR & WORKSHOP

A special educational opportunity organized by CASE in co-operation with ICASE and NASA. July, 1992 will be 6th year of the programme which provides Canadian educators with an intensive one week residential experience at

Nasa's Lyndon B. Johnson Space Center, in Houston, Texas.

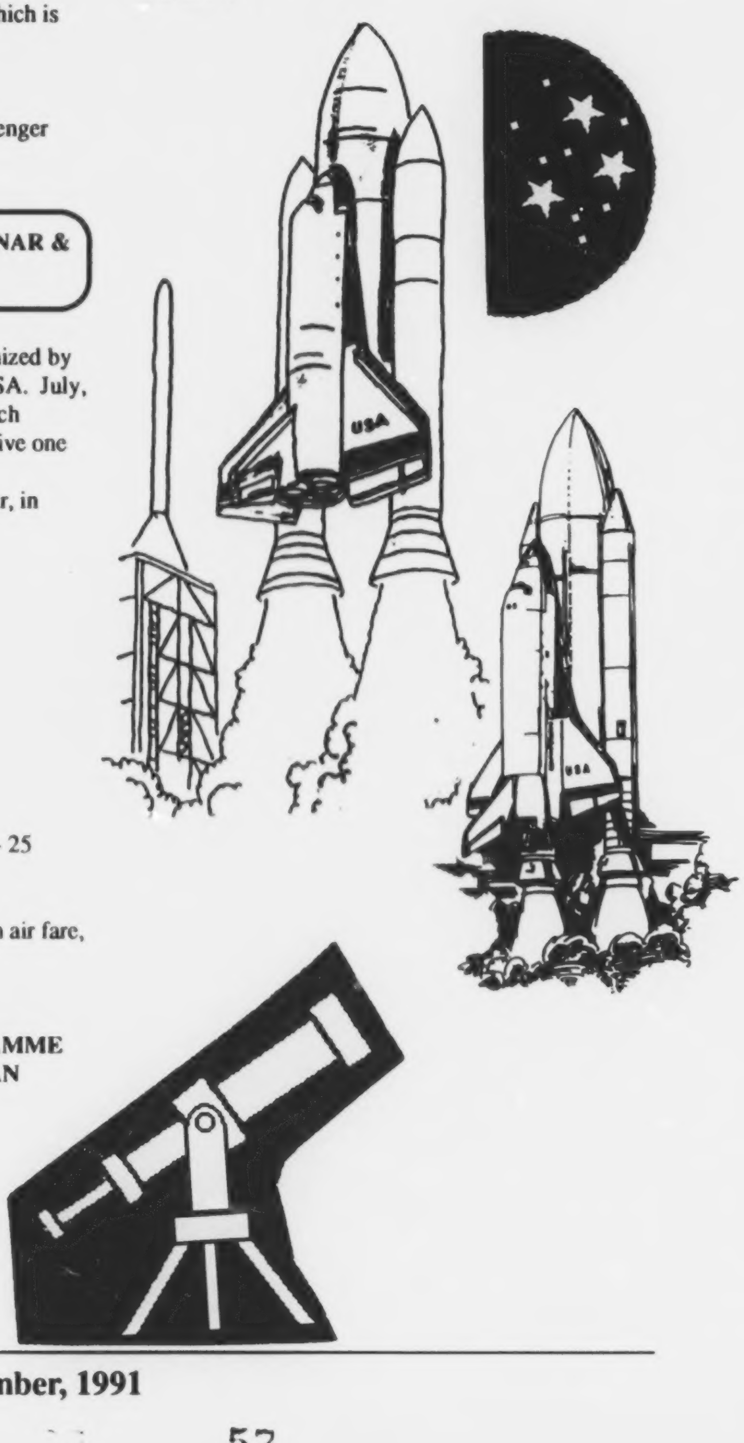
Request an Application Form from:
Contact: R. (Bob) Lepischak,
President ICASE,
Neepawa Area Collegiate,
P.O. Box 430,
Neepawa, Manitoba R0J 1H0
Telephone: (204) 476-3305
FAX: (204) 476-3606

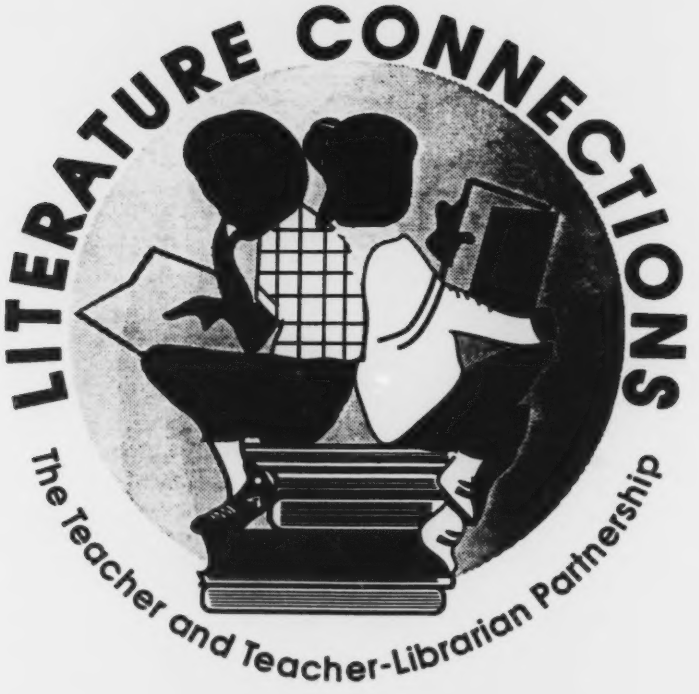
The 1992 Programme will accommodate 20- 25 delegates.
Registration Fee: $135.00 Canadian.
Participants will be responsible for their own air fare, hotel accommodations and meals.
(NASA subsidizes part of the cost.)

IF YOU CAN MANAGE THIS PROGRAMME YOU WILL FIND IT WILL MORE THAN MEET YOUR EXPECTATIONS!

SPACE THEME WORKSHOPS

Audrey Lundie, teacher-librarian at Seaforth Elementary School, provides in-service to staff, students and parents on developing a Space theme and accessing the resources of NASA. She can be reached by mail at: 7881 Government Street, Burnaby, B.C. V5A 2C9, or by telephone: (604) 420-1214.




LITERATURE CONNECTIONS
The Teacher and Teacher-Librarian Partnership

An example of an integrated curriculum unit blending science and the arts is the one on **GIANTS** for the primary grades in Literature Connections: The Teacher and Teacher-Librarian Partnership published by the Ministry of Education. This thematic unit was cooperatively planned and taught by the teacher and teacher-librarian. The unit integrates, under a single theme, all subjects of the curriculum taught over a six to eight week period. Once students have completed the introductory lesson, they work on three sections, which could run either concurrently or consecutively. All sections focus on science, social studies, and language arts. The unit concludes with a "Giant" Fair. The **Unit Overview** includes: Introductory Activity Lesson, Harry Jerome: Giants of History, The Moon: A Giant by Night, and The Tall Tale: A Giant in Literature.

Literature Connections is available from Linda Rehlinger at the cost of $6.00 plus GST. The cheque should be made out to the British Columbia Teachers' Federation but should be mailed along with your order to Linda.

INTEGRATION OF SPACE THEME ACROSS THE CURRICULUM

by **AUDREY LUNDIE,** teacher-librarian, Seaforth Elementary School, SD#41 (Burnaby).

PLANNING THE INTEGRATION OF THE THEME THROUGHOUT THE SCHOOL

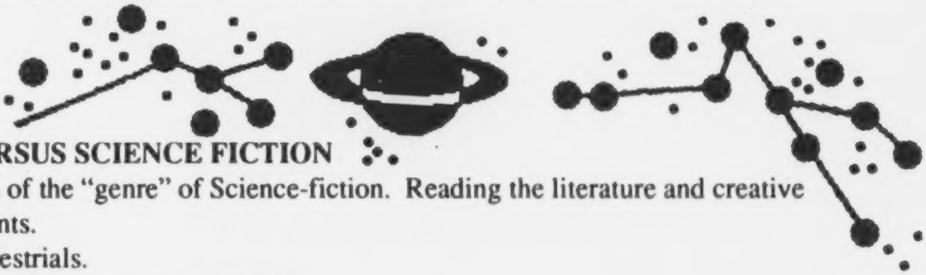
I returned from a one-week residential programme at NASA's Johnson Space Center in Houston, Texas during the summer of 1990 with determination to share my knowledge of the space programme with my fellow staff members and students at Seaforth. Our school had been involved with NASA related projects over the past few years and there seemed to be a great interest in the space programme. During early staff in-service days at school in the Fall, we decided to implement a "space" theme throughout the grades from K-7 and across the curriculum.

We divided the staff into "brainstorming groups" to think of all the possible extensions to our theme. We wanted to explore all aspects of the topic and find grade appropriate areas to develop. Our intention was to involve all our 600 students in an investigation of "space". It proved to be one of the most exciting, and enriching experiences we have undertaken at our school. Everybody got "spaced out" by the time we presented our work to the community during an Education Week Open House in the Spring of 1991.

Some of the topics we felt should be included in our "space" theme were:

ASTRONOMY

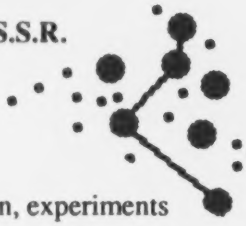
The solar system: planets, Sun & Moon (Moon rocks brought back by Apollo crew).
Galaxies.
Universe
Constellations.



SPACE FACT VERSUS SCIENCE FICTION

An investigation of the "genre" of Science-fiction. Reading the literature and creative writing by students.
UFO's, extraterrestrials.
Looking at the "science" in science-fiction.

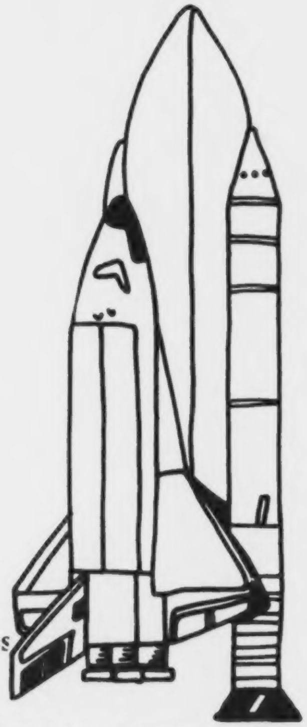
MANNED SPACE PROGRAMMES OF U.S.A., CANADA, AND U.S.S.R.



NASA and the American space programme, the space shuttle.
Canadian Space Agency and the Canadian astronauts.
UBC and SFU's involvement with the Canadian Space Agency.
The difference between our programme and that of the Russians.
Living in space today- weightlessness, food in space, space suit design, experiments conducted on the shuttle, deployment of satellite technology.
Robotics and the Canadarm developed by SPAR Aerospace.
Careers and occupations involved in the space program.

FUTURE LIFE IN SPACE

Space Station Freedom- the co-operation of the nations involved in its development.
Space colonies on the Moon and Mars.



ENVIRONMENTAL ISSUES

Space junk.
Depleting of the ozone layer.

HISTORY OF FLIGHT

Timeline since first flight of Wright Brothers 88 years ago
Development of manned space travel

ROCKETRY

History of rocketry
Rocket building and launching

SPACE LAW

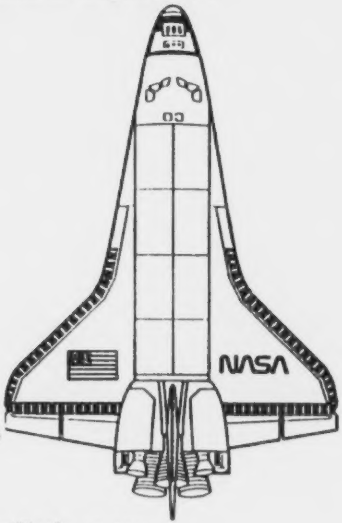
Who owns space?

SATELLITE TECHNOLOGY

Photography and images from space
Launching and retrieving communication and weather satellites
Canadian satellite technology

GOALS OF THE PROGRAMME AND INTEGRATION THROUGHOUT THE CURRICULUM

Once we started to think of all the related aspects of "space" we realized what an enormous topic we would be undertaking. We wanted to integrate our theme throughout the curriculum and involve all levels of development.



INTELLECTUAL DEVELOPMENT

LANGUAGE

- explore reading/writing in science fiction genre
- develop research skills
- develop "space" vocabulary
- develop anticipation of space travel/colonization

MATHEMATICS

- develop an awareness of the time/space continuum
- demonstrate an ability to work with extremely large numbers

SCIENCE

- develop an understanding of the solar system, universe, constellations etc.
- examine manned and unmanned space exploration

SOCIAL STUDIES

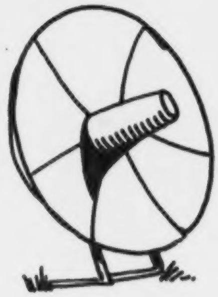
- recognize the geography of the world, and the shape/location of nations as seen from space
- recognize that different nations must cooperate in the exploration and development of space
- examine ways to avoid the environmental problems in space that we are experiencing on earth through discussion/debate

PHYSICAL DEVELOPMENT AND WELL-BEING

- create space movement and dance
- develop awareness of movement of planets
- demonstrate understanding of the effects of gravity and weightlessness on the human body
- appreciate physical fitness required by those going into space

ARTISTIC AND AESTHETIC DEVELOPMENT

- music appreciation, sound depiction for feelings and moods
- anticipate life in space for future colonies
- performance of "space" musical, "The Mice from Outer Space"



SOCIAL RESPONSIBILITY

- knowledge and appreciation of your own and others space
- develop a sense of the earth's finite size
- encourage a sense of universal identity
- develop a sense of how to eliminate or reduce space junk
- examine the interaction among countries participating in the implementation of Space Station Freedom

SOCIAL AND EMOTIONAL DEVELOPMENT

- develop an appreciation of space and the wonder of it
- accept and respect all living things
- examine social benefits in relation to the cost
- develop social awareness of the possibility of other beings
- develop awareness of global cooperation to save the planet Earth
- develop awareness of emotional impact of isolation and distance

IMPLEMENTING THE DEVELOPMENT OF THE SPACE THEME

I presented all the resources we had available to the staff during an in-service day and was able to showcase all the print, non-print, video, and computer programs in our collection. I gave the staff annotated bibliographies of all the resources we had in the library, including the extensive video collection we have been able to collect. I spent a considerable amount of time demonstrating how to use the modem to connect to NASA's Spacelink BBS, and other data bases.

Each classroom teacher, in consultation with his/her class decided which aspect of the space theme they wished to investigate. Depending on the needs of the classes, I then provided research time in the library and computer time in our lab and worked with each class. As it turned out, every grade decided to focus on a different aspect of our theme, and it meant that our resources weren't overly taxed.

SHOWCASING THE FINAL PRODUCT

During Education Week in March we hosted a week long series of guest speakers and activities. Through the "Scientists in the school program" funded by Science World, we were able to host an astronomer from the Dominion Astrophysical Observatory in Victoria. He presented a slide show and answered all the students questions about astronomy. The following day Dr. John MacDonald of MacDonald Dettwiler presented a videotape and slides on photography from space. On the next day, we hosted four engineering students from the School of Engineering Science at SFU who have been doing work with NASA and the Canadian Space Agency. The students and staff thoroughly enjoyed all the presentations and had ample opportunity to talk to the "experts". The following day we held "space day at Seaforth" and students of all grades and staff were encouraged to dress as astronauts or aliens. This was a fun day as everyone made a special effort with their costumes. Several classes and the staff purchased white paper jumpsuits from General Paint , which they decorated to look like the suits the astronauts wear. We held a galactic gathering for the senior grades. In the afternoon it was time to launch the model rockets the students had built. On the final day, we had our Open House.

After many months of work developing our theme, we invited the community to visit the school for an Open House during Education Open House. Students were required to issue at least one invitation to a neighbour, friend or relative. These were composed in the computer lab using Print Shop. Each classroom displayed the work the students had prepared, including models, written reports, art work, and charts. In the computer lab a group of students showed visitors a HyperCard stack they had created on space, while others explained how some of the other software worked. We borrowed a large screen projection unit to show some of the more exciting NASA videotapes and projected them in the gymnasium. The Library displayed some of the space literature and rockets which the "Young Astronauts Club members were building. There was also a display of the "moon rocks" for visitors to examine.

Space science is a most interesting theme to study. We found that all our students and staff enjoyed the time we devoted to our in depth look at this topic.

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A HERO IS NOT JUST A SANDWICH

Grade 7 Language Arts Project: Biographies

by **JANE OSTERLOH,** teacher-librarian, Dufferin and Juniper Ridge Elementary Schools, and **KAREN BENNISON,** teacher-librarian, Parkcrest Elementary School, SD#24 (Kamloops).

Students really enjoyed this unit as part of a school theme on Canada.

OBJECTIVES:

- to review dictionary usage.
- to review note taking.
- to introduce the organization of notes for an oral report.
- to teach the students how to give an oral report.
- to have each student give an oral report on a Canadian hero.

LESSON ONE: What is a Hero?

Using a large illustration of a hero sandwich as a eye catcher, discuss what makes a hero. Students write their own definition and then compare and contrast it with the definition in two dictionaries.

Discuss results.

Brainstorm for different categories of heroes and then specific people they would include in each of those categories (e.g., political hero — Mike Harcourt, sports hero — Wayne Gretzky).

LESSON TWO: Who Am I?

Begin this lesson with a brief oral report on a prominent Canadian hero, keeping his/her identity a secret (e.g., Jeanne Sauve).

Ask students to identify who the hero is and why they think so.

Display on the overhead projector the source of information and aid the students in locating the details in the paragraphs. Show a second overhead of the notes that were made from this article. Finally, show a third overhead that shows the index cards that were used as a guide to your oral report. Point out that only the key words are put on these cards and that they serve as an aid only. The majority of the report should be in the presenter's head.

Explain that what you have done is Selected, Collected, and Organized the information in order to Present it and have it Evaluated. You have used **SCOPE.**

In this case the evaluation is simply the fact that the students can identify the hero. Other forms of evaluation can be discussed. A reminder that evaluation is designed to help a person improve their performance is worth discussing.

Explain that the next step is for them to try **SCOPE** in small groups with another Canadian hero, Michael J. Fox. Breaking into groups headed by the teacher, teacher-librarian and principal, students will:

a) collect information on chart paper as a group;
b) organize the information onto index cards individually; and
c) practice their presentation with a partner.

LESSON THREE: "Who Am I?" Contest

Review with the class the Select, Collect, Organize, and Practice/Present steps that were covered in the last lesson.

Explain that they will be working on a new Canadian hero today, but the identity of their hero must be kept a secret from their classmates. Each student will be expected to give a brief oral report on their hero, using the index cue cards only. The rest of the class will try to guess who their hero is. Since some of the heroes will not be familiar to all students, a "Hero Menu" will be provided.

The idea of a Hero sandwich luncheon on the day of presentation is introduced at this time. The student(s) with the most correct answers to the heroes' identities will get to build their hero sandwiches first!

Break into the small groups again and have students randomly Select their hero from the booklets provided. Remind them that they must keep their selection private. Allow several periods for Collecting and Organizing their information.

Students will Collect and Organize the material during class time. Practice will have to take place at home in order to maintain the secrecy. Remind them to be sure not to include their hero's name in their talk!

The handout sheets on how to prepare for an oral report is distributed and discussed at this time. As well, the Evaluation sheet that will be used is discussed.

Note:
We have chosen our material from the Canadians All series in order to co-ordinate with a unit the grade seven class is currently working on. Specific biography books from the library resource centre can also be used. Secrecy can be maintained by covering the pre-selected books with brown paper book jackets. The secrecy element in this unit keeps interest high. If books are being used the unit will naturally take longer in order to accommodate the students having to read their book. More work will have to be done on how to select information that is of interest to the audience. Organizing into subtopics will also become a more intricate part of the lessons.

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PREPARING AND PRESENTING AN ORAL REPORT

To give yourself confidence in giving an oral report, remember to use **SCOPE**!

Select

Choose information that is going to be interesting to your audience

Collect

Collect those interesting facts on your hero from the booklet you'll be given. You may also wish to search for other sources (e.g., *Encyclopedia Canadiana*, a book jacket or *Time* magazine).

Organize

Organize information in outline form under subheadings (e.g., Early Childhood, Successes)

Record notes on index cards using key words only in a logical sequence. Be sure to expand each idea.

Practice and Presentation

Practice

Your introduction should catch the interest of the audience.
Practice so that you know your information and the order in which it is to be presented.
A short pause allows your audience time to absorb what you have said and gives you time to collect your thoughts before continuing.
Use a variety of sentence lengths.
Practice, practice, practice!

- in front of a mirror.
- into a tape recorder.
- in front of family and friends.

Plan a concluding statement that briefly summarizes your report.

Practice Points to Ponder:

1. Timing: Time yourself to determine an appropriate length for your report.
2. Speak clearly: Go slowly, giving your listeners time to think about what you have said. Be sure you are enunciating your words clearly and crisply.
3. Your voice: Project your voice so that you can be heard at the back of the room. Vary your voice, emphasizing important words and key points.

PRESENTATION

1. Look at your audience and wait for quiet before you start.
2. Project your voice to the back of the room.
3. Everyone is nervous in front of an audience. A few deep breaths will help you get over the jitters and get started. If you know your topic, you can concentrate on what you are saying!
4. Stand in a relaxed manner.

Evaluation

Your evaluation will be on a checklist. The criticisms and suggestions given by teachers and classmates are designed to help you improve your speaking skills.

EXAMPLE: Idea Diagram

TOPIC: Tom Connors

Introduction:

Tall, lean entertainer: black cowboy hat, jeans. An exciting performance.

Subtopics:

Sources of songs	Unique Style	Background	Success
Canada experiences observations coal boats, tobacco trucking spuds humour emotions	"stompin" boot black cowboy hat plywood board	orphanage (beating) 7 yrs. old - foster 11 yrs. - writing 13 yrs. - ran away worked on docks drifted for 10 yrs.	Timmins Hotel played for food $15 per week radio, TV country, work recording offer own recording company

Conclusion:

A real working person's Canadian performer who has lived what he sings about.

SPACE SCIENCE: ASTRONOMERS AND THEIR DISCOVERIES

Grade 8

by **B. TONITA**, teacher-librarian and **L. OFTEBRO**, teacher,
L.P. Miller Comprehensive, Nipawin, SD #61 (Nipawin).

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GOAL

To familiarize students with the science of Astronomy. Time allotment: 5 hours.

CONTENT OBJECTIVES

1. To become familiar with important discoveries in Astronomy.
2. To improve group process skills through cooperative learning.
3. To explore creative approaches to presenting information.

INDEPENDENT LEARNING SKILLS

- Accessing and selecting information; interpreting and recording information; organizing and presenting information; analyzing and appreciating media.
- Gathering information on selected topic.
- Developing an outline as a method of organizing information.
- Selecting information from a variety of sources.
- Organizing and presenting discoveries to class.

COMMON ESSENTIAL LEARNINGS

- Study of great discoveries in Astronomy and their impact on the world (technological literacy).
- Presenting information as a team of world famous Astronomers (creative thinking).
- Oral and written presentation (communication).

LEARNING ACTIVITIES

(Develop lesson plans from this activity outline)

- Teacher and teacher-librarian plan unit cooperatively.
- Teacher introduces unit by setting up simulation game (see attached sheet).
- Teacher brainstorms with class to create a list of important discoveries in Astronomy.
- Students are divided into groups of three and are assigned a topic from the list generated by the class.
- Students go to the resource centre to begin research.
- Teacher-librarian reviews the note-taking process with students and shares with them a sample outline using the general topic "Astronomy."
- Teacher-librarian distributes blank outline form to assist students in developing their own outline.
- Teacher-librarian points students to the Astronomy section but also discusses other sections where materials may found (e.g., Ancient Civilizations for information on Stonehenge).
- Students begin gathering and organizing material.
- Teacher and teacher-librarian provide individual and group guidance to students. They assist students in using audio-visual equipment and in preparing their own visuals.
- Students present findings to class, posing as a team of world famous astronomers.

STUDENT PRODUCT

- Oral presentation as a team of world famous astronomers reporting on new discoveries in the field.

ALLOCATION OF RESPONSIBILITIES

- **Role of the Classroom Teacher:** Plan unit with teacher-librarian; introduce unit and simulation activity; provide individual and group guidance to students as required; evaluate activity with students.

- **Role of the Teacher-Librarian:** Discuss note-taking process and outline method; assist students in locating and gathering information; provide individual and group guidance to students as required; assist students in using audio-visual equipment.

EVALUATION

- Evaluation of Students: See attached evaluation form for involving students in the evaluation process.

- Evaluation of Unit of Study: This assignment works well with grade 8 students. It challenges them to use their creative energy to prepare a presentation for other class members.

This year is 1790. We are a group of scientists that are very brilliant minded and have made discoveries of the universe.

We have called a meeting of fellow scientists and government dignitaries to be held here at the town hall to explain our discoveries. We must be very clear in our explanation of the new discoveries, otherwise we will be looked upon as an unstable, mentally-deranged group of scientists. We could be excommunicated from the church and we could be put to death for such wild and unbelievable statements.

However, if we convince the others that our discoveries are sound and justifiable, we will be awarded the Nobel Peace Prize for the year and a purse of $87.50 to further our scientific work.

Discoveries

(List of topics from brainstorming activity)

1. Birthplaces of the stars
2. Black holes
3. Big Bang Theory
4. Halley's Comet
5. Stonehenge
6. Stardeath
7. U.F.O.'s
8. Meteorites
9. Milky Way

OTHERS

10. Space Travel
11. Our Universe
12. The Sun
13. Solar Eclipse
14. Our Way Among the Stars
15. Ozone

> Space travelers see the earth as one planet, small and fragile, wondrous and lovely.
>
> -*Patricia Lauber*

Classroom Groups
(Handout #1)

Topic:

Group Members:

Topic:

Group Members:

Topic:

Group Members:

Topic:

Group Members:

Topic:

Group Members:

Topic:

Group Members:

Note-Taking Process

The basic process involves:

1. Selecting important concepts, ideas, and facts.
2. Condensing information into phrases or concepts. Record only key words — leave out connecting words (A, AN, THE, etc.)
3. Organize notes into logical sequence.
4. File notes in an organized way.

Outline Method: Topic — Astronomy

1. Observing the night sky
    (a) daytime sky
    (b) night time sky
    (c) why stars move
    (d) constellations
2. The Universe
    (a) Solar System
    (b) The Stars
    (c) Galaxies and Quasars
    (d) Constellations
3. History

Taking Notes (Handout #2)

Source:

Author: ______________________________

Title: ______________________________

Publisher: ______________________________

Date: ______________________________

Pages: ______________________________

Topics: ______________________________

Notes: ______________________________

Topics: ______________________________

Notes: ______________________________

Outline (Handout #3)

I. ______________________________

  A. ______________________________

  B. ______________________________

  C. ______________________________

  D. ______________________________

II. ______________________________

  A. ______________________________

  B. ______________________________

  C. ______________________________

  D. ______________________________

III. ______________________________

  A. ______________________________

  B. ______________________________

  C. ______________________________

  D. ______________________________

IV. ______________________________

  A. ______________________________

  B. ______________________________

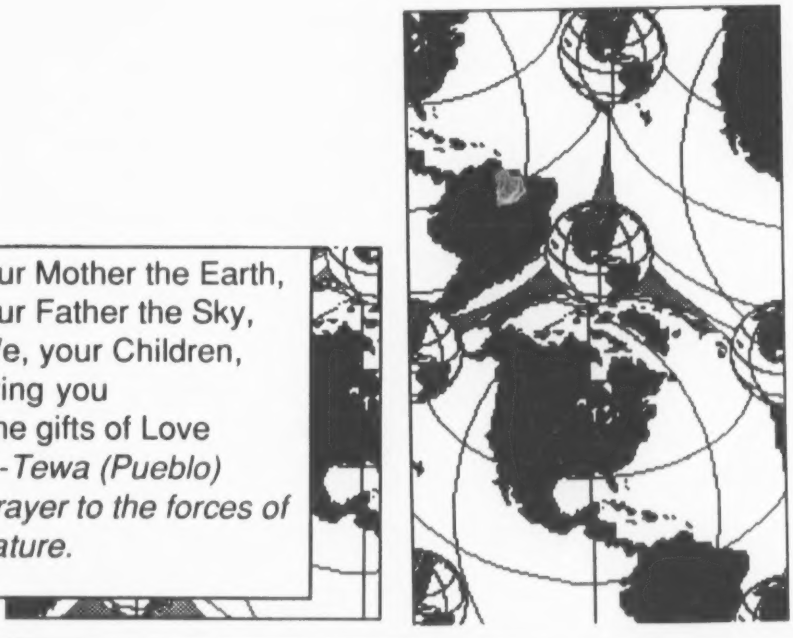
  C. ______________________________

  D. ______________________________

Evaluation Categories (Handout #4)

1. Total contribution to the project	1	2	3	4	5
2. Sharing ideas	1	2	3	4	5
3. Accepting others' ideas	1	2	3	4	5
4. Concentrating on the project	1	2	3	4	5
5. Taking care of materials	1	2	3	4	5
6. Effort	1	2	3	4	5
7. Willingness to work	1	2	3	4	5
8. Quality of Work	1	2	3	4	5
9. General attitude	1	2	3	4	5
10. Organization and neatness	1	2	3	4	5

Total: (50 points possible)



Our Mother the Earth,
Our Father the Sky,
We, your Children,
bring you
The gifts of Love
-Tewa (Pueblo)
Prayer to the forces of
nature.

Sample Instructional Unit Planning Instrument

Area of Study: Astronomy **Unit of Study:** Space Science **Grade:** 8 **Time Allotment:** 5-6 hours

Major Understandings	Communication	Numeracy	Critical & Creative Thinking	Technological Literacy	Personal Social Values & Skills	Independent Learning
- Students placed into groups of three (3)	- must communicate with each other	- selections made - measure distance				- each gathers material
- All students are assigned a role as a Doctor of Astronomy		- solve problems	- students choose their own name of a Doctor			
- Each group of three (3) doctors have discovered an aspect of space science	- share discoveries in group		- predict	- data collecting	- discovery may be in contradiction to religion	
- Astronomers will share their discovery with fellow Astronomers of other groups	- each will speak in town hall to prove discovery	- read scale drawings, charts and graph	- summarize	- problem-solving	- moral principles	
- Students (Astronomers) will gather all the information required in resource centre.	- inquiry questioning	- estimating calculations		- understand		- looking up magazines, texts, etc.
- Group presentations will be done in the town hall (classroom)	- each will contribute to oral presentation	- charts & graphs used	- drawings on clear plastic used	- draw conclusions - overhead projector and video machine used		

Sample Instructional Unit Planning Instrument

Area of Study: Astronomy **Unit of Study:** Space Science **Grade:** 8 **Time Allotment:** 5-6 hours

Major Understandings	**Communication**	**Numeracy**	**Critical & Creative Thinking**	**Technological Literacy**	**Personal Social Values & Skills**	**Independent Learning**
- Video taping will be done		- observe charts	- students will recognize points of view	- play back used later to illustrate mistakes and highlight creativity	- discuss contributions	
- Major understandings in the following areas: a) Stone Henge b) Big Bang theory c) U.F.O.'s d) Milky Way e) Black Hole f) Halley's Comet - Evaluate with form attached	- Read, writing listening and speaking	★				
★			★		★	

A FAIRY TALE NEWSPAPER

by **KEN MORTON**, intermediate teacher, and **ELLEN SMITH**, teacher-librarian, Uplands Elementary School, SD#88 (Terrace).

This unit encouraged students to read a variety of fairy tales, participate in a number of creative activities related to the fairy tales, and produce a classroom newspaper.

GOALS

The goals of this unit were to develop the skills listed below and to foster an appreciation of the folk tale.

SKILLS

The skills the students utilized were creative writing in a variety of forms such as dramatics, music, word processing, interviewing people, and designing and producing a newspaper.

GROUPING

The following activities were done in a variety of groups—whole class, individual, pairs, and large groups.

LESSONS

Using a class set of newspapers, either a locally produced one or The Sun or The Province, go through the paper together identifying and listing on a chart the different sections and features. By using a larger newspaper students will be able to locate a greater number and variety of features. The list could contain: news articles, sports, arts and entertainment, editorials, book reviews, food, fashion, interviews, classified ads, pictures, ski report, housing, science and medicine, cartoons, financial news, travel, word find, coming events, horoscopes, crossword puzzle, feature articles.

While going through the newspaper, students were introduced to terms such as copy, layout, panel, font, banner, headline, byline, dateline, wirephoto, caption and were able to pick out examples of each in the newspaper.

Since much of a newspaper is concerned with news reporting, the five Ws of journalism were introduced. Time was spent looking at selected articles and locating the information that answers the five Ws. Either make up yourself or have the students make up three or four phrases, humorous, serious but not cruel, that apply to each W, e.g., WHO—Wayne Gretzky, Mr. Lae Z. Bones, Miss Nosmo King. WHAT—won the world spitball contest, jumped with a parachute from the top of the Eiffel Tower. WHERE—on the tennis court. WHEN—at midnight on June 21st, during the last class of the day. WHY—"because mother always wanted me to do it," "it was something I just had to do." Once all the phrases have been put on the cards, pass them around and have the students choose one phrase from each of the six cards. Using these phrases write a news article. The students enjoyed sharing their articles.

While these activities are taking place, the students were reading a variety of fairy tales. The activities which follow can only be accomplished successfully if the students are familiar with the original stories.

CREATIVE ACTIVITIES

- **retell a fairy tale** from a different point of view, for example retell the story of The Three Little Pigs from the viewpoint of the wolf's grandson, Hansel and Gretel from the viewpoint of the witch.

- **retell the story changing the characters or plot**. Read aloud Sydney Rella and the Glass Sneaker, by Bernice Myers.

- **modernize the story**. Read aloud Snow White in New York, by Fiona French.

- **newspaper articles and features**. Any number of pieces could be written that relate to the fairy tales, e.g., fashion article on the clothing featured in Cinderella, food and nutrition article on The Three Little Pigs, missing persons ads for Hansel and Gretel. Students will come up with a limitless number of ideas.

- **poetry**. Students read some of the poems from Roald Dahl's Revolting Rhymes. Various poetry forms are introduced and students are asked to write fairy tale limericks, haiku, etc.

- **drama**. Rehearse and put on Readers' Theatre productions of the fairy tales. Also act out scenes like "Tell what happened at the cottage of the three bears as told through the eyes of a nosey neighbour."

- **music**. The students write and perform raps based on their favourite fairy tale.

PUTTING THE NEWSPAPER TOGETHER

Each member of the class designed his own banner for the newspaper using Print Shop, the letterhead option. The students made up their own name for the newspaper and added other information and graphics. A vote was taken to choose the favourite which was used for the final newspaper.

Once the students had produced a number of samples of writing, a variety of articles were chosen to be put in the newspaper. All the students printed out their work, including a headline and byline, using AppleWorks. There are computer programs available that produce a complete newspaper but we have not found a program that suits our needs.

The production group of students was responsible for laying out all the articles, adding graphics, printing and distributing the newspaper. Each student received a copy and additional copies were distributed to other classes in the school. As a fund raiser the students could sell copies of the paper to other students.

CULMINATING ACTIVITY

To wrap up the unit a field trip to a local newspaper was arranged. At the newspaper office the students were given a guided tour of the plant's facilities and they saw the production and printing of a commercial newspaper.

EVALUATION

Throughout the unit the teacher and teacher-librarian evaluated the students' written work, their participation and effort.

Some samples of student writing appear below.

THE ONCE UPON A TIMES

WOLF TAILS, PIG TAILS, BUT NO TALL TALES

MAR. 1650 VOL. 5019

MADE BY FARE E. TALE 5 GOLD BITS MAGIC WAND NOM. 1-800-NEWS

WOLF CHARGED WITH MURDER

by Roxanne Chow

Darkwoods—Mr. John Wolf is being charged with the murder of Mr. Farley Pig and Mr. Charlie Pig on April 5. He is also on trial for the attempted murder of Mr. Porky Pig...

GIRL GIVES PRINCE THE SLIP(PER)

Mark O Tessaro

An unidentified girl attended the royal ball held last night to find the prince a bride...

BEARS SUE!

by Susan Willemen

On September 6th, 1313 a young girl by the name of Goldilocks was seen breaking and entering into the home of the three bears...

FASHIONS

by Shawna Thompson

The latest fashion is fancy white silk dresses for very special occasions. Black or glass high-heeled slippers. A plain fashion for an ordinary person is a red cloth hooded cape...

(You get the idea!!!)

Ed. note: Bookmark doesn't usually publish fiction (knowingly) but we thought this young writer's work well worth breaking our policy for.

THE VEHICLES OF BREMEN

by Mark O. Tessaro

In Germany there is a large town called Bremen. Not far away from Bremen is a small village. Not so long ago, in this village, there lived a man who had a 1976 Ford Ranger pick-up truck.

The truck had worked hard for many, many years. Every day, except Sundays, he had carried heavy sacks of meat to McDonalds to be made into Big Macs. But as the truck grew older, the sacks of meat became too heavy for him.

Then the man began to wonder why he should go on buying gas for a truck that was not strong enough to work for him.

The truck knew what the man was thinking, so he decided to run away.

He knew that with new shocks and axles, he would be as good as new. So he set out toward Bremen to find Honest Al's Mechanic Garage.

Before long, the truck saw a Jeep lying by the side of the road. The Jeep looked tired. Steam rose up from under his hood as if there was a teakettle in his engine.

"Now then, old Jeep! What is the matter with you?" asked the truck.

"Ah!" replied the Jeep, "I am becoming too old to take my master into the woods on hunting trips, so he was planning to sell me to a second hand car dealership. I did not want to be sold so I have run away. But with a new radiator I would be as good as new."

"Why don't you join me?" asked the truck. "I, too, have run away from my master. I plan to go to Bremen and find Honest Al's Mechanic Garage. There, I will get my new shocks and axles, and you can get a new radiator."

The Jeep agreed, and the two of them set off along the road to Bremen.

Before long, the truck and the Jeep saw a '53 DeSoto. She was sitting by the side of the road, with a face as long as Donald Trump's new yacht.

"Now then, old compact! What is the matter with you?" asked the truck.

"Ah!" replied the DeSoto, "Now that I am getting old, my seats are not so comfortable and my suspension system is worn out. In fact, I'd rather sit in the garage than take the family to the movies. My mistress is thinking of taking me to the junk yard. But with new seats and suspension system, I would be as good as new."

"Why don't you join us?" asked the truck. "We have both run away from our masters. We plan to go to Bremen and find Honest Al's Mechanic Garage. There I will get my new shocks and axles, and you can get your seats and suspension system."

The DeSoto agreed, and the three of them set off along the road to Bremen.

Before long, the three travellers came to a motorcycle race course. An old Suzuki was leaning on the fence, his horn blaring loudly.

"Now then, old cycle! What is the matter with you?" asked the truck. "Your honking is enough to deafen me."

"Ah!" replied the Suzuki, "I am getting too old to race, and my owner plans to sell me for scrap metal, so I am honking my horn while I still can."

"Don't worry, old cycle," replied the truck. "There is no need to just lie down and give up. We plan to go to Bremen and find Honest Al's Mechanic Garage. Why don't you come with us. You look like you could use a tune up."

The Suzuki agreed, and the four of them continued along the road to Bremen.

As the four travellers could not reach the town of Bremen that same day, they agreed to spend the night in a forest.

[In the night the four friends spot a house in which some robbers, a.k.a. politicians, have stored their booty—a hoard of gasoline!]

"Ah! if only we could get at that gas!" said the truck.

Then the four friends talked about how they might frighten away the robbers. At last they worked out a plan.

They all backed up quite a distance away from the house. They revved their motors, and shot straight at the house, honking their horns as loud as they could, and burst right through the window, breaking all the glass! What a din they made!

The frightened robbers/politicians jumped up and rushed out into the forest.

Then the truck, the Jeep, the DeSoto, and the Suzuki went to the barrels of gas and filled their tanks till they overflowed.

After this, they put out the light and went to sleep.

Meanwhile the robbers/politicians were watching from some distance away. They saw the light go out in the house. They began to wonder why they had all been so frightened.

"We should not have let ourselves be frightened out of our wits," said the leader. He then ordered one of the robbers/politicians to go and look in the house.

But of course, being a robber/politician, he was too scared and ran away.

The leader then ordered the other robber/politician to go look at the house, but that man also lost his nerve, and ran away.

Now the leader, seeing that he had no one to boss around, turned tail and ran after the others.

This suited the four friends very well. They settled down happily to live together in the house.

And they never did get to Bremen to find Honest Al's Mechanic Garage, but...

THEY LIVED HAPPILY EVER AFTER!

THE END

pearson • on • the • prairies

Medicine Hat College, Division of Community Education with the support of the Canadian Library Association presents -

PEARSON• ON• THE•PRAIRIES 1992

"An immersion program for teacher-librarians"

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WHEN: July 25, 1992 - July 30, 1992
REGISTRATION: $400.00/person

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KEYNOTE PRESENTERS

JOYCE JUNTUNE - Creative Thinking

DAVID JENKINSON - Censorship

RON JOBE, KEN LOWE AND MANY, MANY MORE ....

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T1A 5P3 (403)527-5316

***MARK YOUR CALENDAR NOW!**

SPACE PROJECT

An Astronomy Unit for Secondary Students

by **BARRY BUNYAN**, teacher, Mission Secondary School, SD#75 (Mission). Library research guide by **BONNIE MCCOMB**, Parkland Secondary, SD#63 (Saanich).

BACKGROUND TO THE PROJECT

The year is 2032 and scientists have discovered that our sun will die out in less than 300 years. After the initial waves of panic have swept over the earth, mankind's most prominent scientific minds (of which you are one) meet and decide that it is possible to continue the human race by establishing colonies on other planets. Because our own solar system is dying scientists look to other planetary systems. Deep space probes have discovered a large number of suitable systems, and planets are chosen for colonization. Many colonies are planned but only one per planet will be established in order to increase the chances of survival. Each team will consist of 500 colonists and 4 – 6 scientists. These scientists will be in charge of the project from leaving Earth to the establishment of the colony. You are chosen to be a part of a team. To boldly go…!!!

PROJECT PILGRIM

OBJECTIVE

To establish a **permanent**, self-sustaining colony of 500 people on a planet in a different solar system. Your chosen planet is **Alitania**.

THE PLANET

- distance form Earth to Alitania — 10 light years
- Alitania is the second planet of an eight planet system
- atmosphere is Earth-like
  e.g. atmospheric pressure similar
  atmospheric content — oxygen/nitrogen
- gravity: 0.5 Earth gravity
- day: 21/2 Earth days (60 Earth hours)
- year: 250 Earth days — 100 Alitanian days (9A days)
- seasons: short spring (10 A days)
  long summer (40 A days)
  short fall (10 A days)
  long winter (40 A days)
- seasonal temperatures (averaged along the Alitanian equator)

	high	low
spring	20 — 40° C	-10— -35° C
summer	50 — 60° C	0 — -20° C
fall	20 — 40° C	-10— -35° C
winter	– 10 — 10° C	-40— -60° C

- vegetation: plenty — a huge variety of species
- animal life:
  - varieties of "insects"
  - varieties of small beasties (marine and land)
    - some herbivores
    - some carnivores
    - small tree-bound animals (ape-like)
    - many possess some form of intelligence,although **very** primitive by Earthstandards
- geology: much the same as Earth's
  - areas of volcanic activity, earthquakes, mountains, ocean rifts, etc.
- water: plentiful, but mostly underground
  - some rivers, lakes and small oceans
- weather: much like Earth's, varies over the planet in much the same manner.
- moons: two about one-half the size of the Earth's moon.
  (Will this have any effect?)

You will be divided into groups of 4 – 6 persons. As a group, you will present a project outlining your proposed mission to Alitania. Half of the groups in the class will work on the ship design and construction as well as the flight to the planet. The other groups will work on colony design, construction and implementation. Each of you will be assigned an area of responsibility in which you will concentrate most of your efforts. Keep in mind that you are a **team** and must discuss your mission together in general terms so that no conflicts arise.

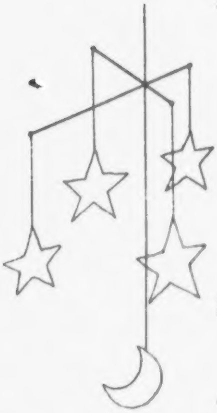
As far as ideas go, you are free to use your imagination to think up any plans to solve your problems. However, there is one catch — your plans/ideas **must** make sense **scientifically**!!! This is **not** a fantasy project; therefore you must consult references in order to plan out your strategies.

e.g. to solve the problem of growing food on the ship you will have to research different types of viable food sources (algae, plankton, cereal crops, veggies, etc.) and you will have to devise a way of growing them on board ship (hydroponics, algae tanks, etc.) You may make up your own systems but they must be explained well.

SPACECRAFT AND FLIGHT PLAN (A Groups, half of class)

Your group's task is to design, construct and carry out the trip to the planet Alitania. The different areas of responsibility are as follows:

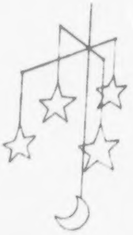
1. Flight engineers (2 –3 persons)



Main responsibilities:
   - ship design
   - ship construction (in space)
   - transportation to Alitania from the ship (ship cannot land on the planet)
     Note: "Beaming" up and down is not allowed!
   - power supply and engine design
   - defense of ship in space (aliens, space debris, etc.)
   - navigation to planet

Secondary duties: Team Astronomists
                  Team Physicists

Things to include in your section:
   - jobs of people on board
   - a large, detailed drawing of the outside of your ship (2 diagrams)
   - floor plan of the ship
   - floor plan of key rooms
   - include: Bedroom
     Bridge
     Cafeteria
     Gyms
     Recreation Rooms
     Halls
     any other specialized rooms
   - description of ship power apparatus (1 drawing)
   - transportation to Alitania from ship (design etc,)
   - how to navigate (points of reference)
     (remember a compass doesn't work in space)
   - how ship will be constructed
   - ship defences



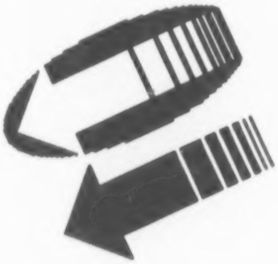
2. Life support specialists (2-3 persons)

Main responsibilities:
   - food growth and preparation during flight
   - waste removal and recycling during flight
   - oxygen production and recirculation
   - water recirculation
   - hygiene on flight (showers, laundry)
   - medical services

COLONY DESIGN AND CONSTRUCTION (B groups, half of class)

Your group's task is to design, construct and implement a colony suitable for 500+ people on the planet Alitania. the different areas of responsibility are as follows:

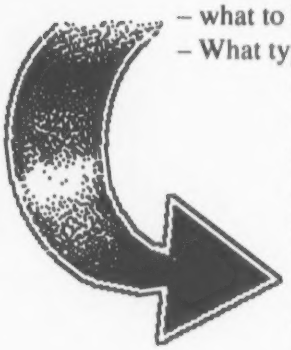
1. Colony engineers (2 –3 persons)



Main responsibilities:
- design and construction of colony base
- locating and gathering building materials
- final decision as to what to bring from Earth
- Base design
    buildings (how many, etc.)
    protection from the environment
    farm designs (work with Life support Specialists)
- choosing the landing site on Alitania

Secondary duties: Team Architect
Team Civil Engineer
Team Geologist

Things to include in your section:
- drawing of chosen colony site. — be **very** careful!!
    (e.g. weather, water, topography)
- location of building materials and a means to gather them for use
- what to bring from Earth — tools building materials, etc.
- What type and how many buildings to construct. Include drawings of:
    entire colony plan
    single or multi-unit dwellings
    recreation
    storage
    food management
    waste management
    water supply
    meeting areas
    government
    farming areas
    any other specialized buildings

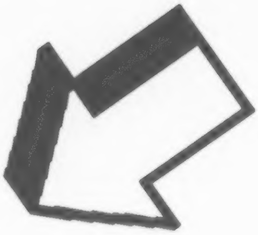


2. Life Support Specialists (2-3 persons)

Main responsibilities:
- food, waste and water management (remember you must be a self-sustaining colony)
- recycling of all of the above
- farm design on planet

- power supply for colony

Secondary duties: Team Botanists
Team Chemist
Team Zoologist
Team Biologist
Team Medical Officer



PROJECT ORGANIZATION

1. Title page — colourful, interesting, etc.
2. Table of Contents
3. Overall Summary:
   A **brief** outline of the mission agreed upon by all members of your team.
   include: mission code name
   location of colony (explain **why** you chose this location)
   organization of colony site
   building materials used
   occupations of people in colony
   colony defences
4. Individual Sections
   - presented in this order:
     a. Colony Engineers
     b. Life support specialists

   - be sure to include all diagrams and write-ups in an organized fashion.
   - all sections should relate to each other in all major aspects — NO CONFLICTS!!
     (you must work together on this)

5. Bibliography
   - List ALL references used
   - no project will be marked without a bibliography of references
   - set-up the bibliography page as shown in the library's APA Stylesheet

STUDENT PROJECT INFORMATION FORM

Destination: The planet ALITANIA

Distance from Earth: approx. 10 light years

Mission Codenames:

Team Members:

Your Team Responsibility:

Project Deadline:

RESOURCE CENTRE

SPACE PATHFINDER

This is a travel guide for your exploration of the library. Keep a record of where you find useful information by filling out a bibliography sheet for any books, magazines, or articles that you use.

CARD CATALOGUE

Start here. Check all subject words that may help you. Record the call numbers (include the full numbers and letters) for all materials.

GENERAL ENCYCLOPEDIAS

Look in the index of three general encyclopedias. The World Book, Merit and Academic American are good starting places.

SPECIALTY SCIENCE ENCYCLOPEDIAS

Growing up with Science

Use index. Very readable and up-to-date. Good diagrams.

McGraw-Hill Encyclopedia of Science and Technology

Use index. Very sophisticated reading level.

Popular Science

Use index. Up-to-date, good pictures, quite readable.

Science & the Future

May have useful articles; use the index.

Illustrated World of Science Encyclopedia

Use the index.

How it Works: The Illustrated Science and Invention Encyclopedia

Use the index.

MAGAZINE (PERIODICAL) INDEXES

Review the list of magazines the library keeps. Look up you topic in the Periodical Indexes. Record the magazine, dated and page number.

VERTICAL FILE

If you have looked up your topic in the card catalogue, it will direct you to the vertical files. Another way to access the vertical files is to look at the vertical file index on top of the files and scan relevant titles.

REFERENCE SECTION

Look for astronomy books under REF 520

GENERAL COLLECTION

All our astronomy books are kept in the 520"s

SIRS BINDERS

The SIRS binders contain articles reprinted from a wide variety of magazines and newspapers from across North America.

Look in Technology, Communication and Applied Science to start. The index is in the front of each binder.

PROJECT EVALUATION

You will be graded on an individual and a group basis.

Your Grade On This Project Will Be Based On:

Group Mark	30%
Individual	70%
	100%

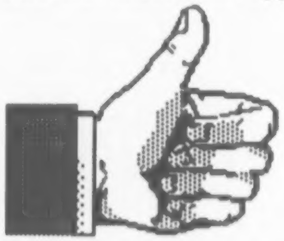
Group Mark:

Title Page/Table of Contents	5
Neatness	5
Organization	5
Content	5
— does your project make sense?	
— diagrams	
— explanation of project plans	
Bibliography	10
	30

Individual Mark:

Diagrams (neat, makes sense)	30
Organization	5
Neatness	5
Content	
— makes sense	
— includes all points stressed in project outline	30
— effort	
	–
	70

Comment: This unit really sparked the students' interest and appealed to their creativity.



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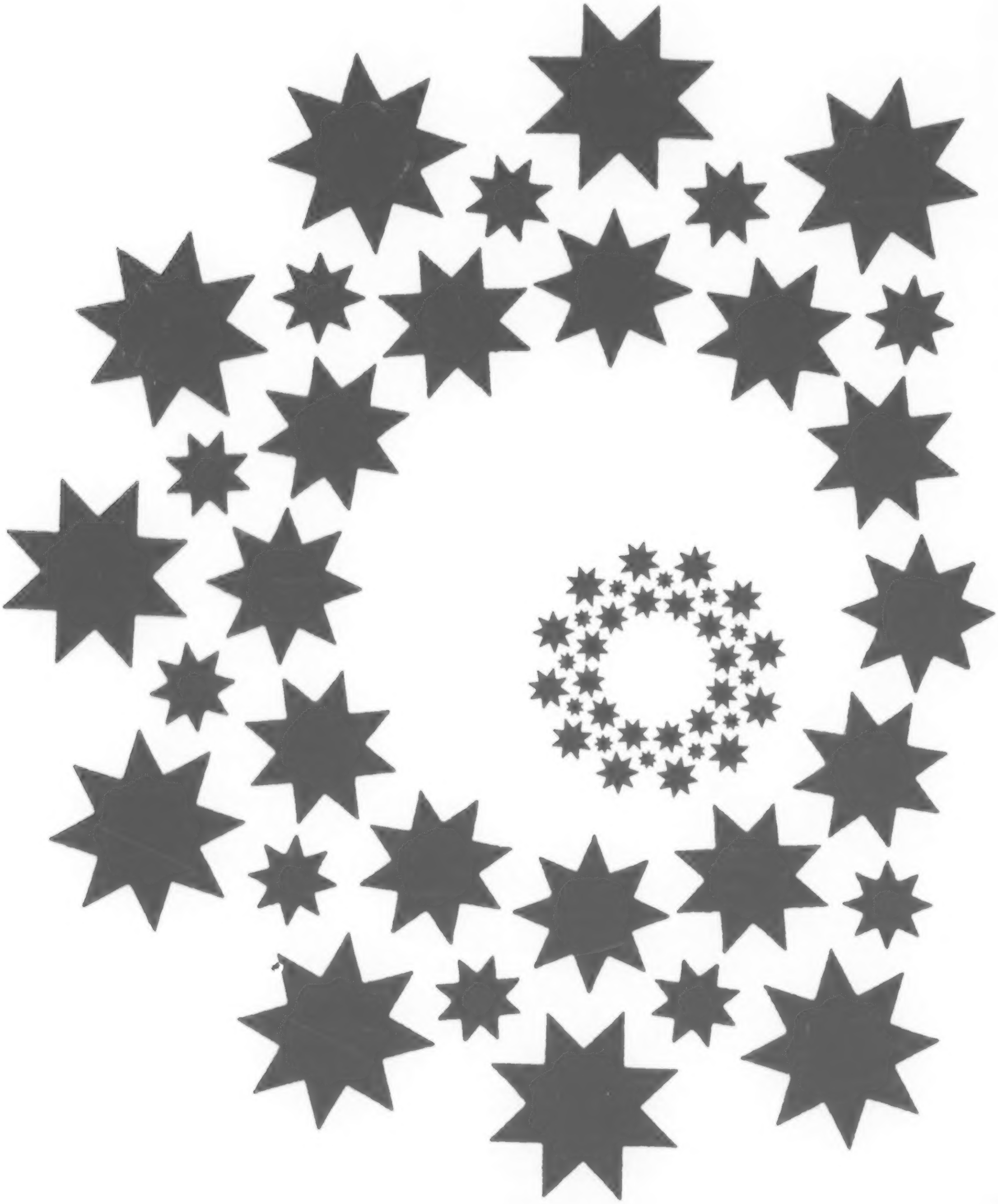

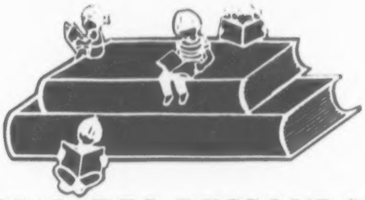

CENTRE PROVINCIAL DES RESSOURCES FRANCAISES/ PROVINCIAL FRENCH RESOURCE CENTRE

Simon Fraser University, Faculty of Education
MPX 8627
Burnaby, B.C. V5A 1S6
Tel: 291-5930

DESCRIPTION

The Resource Centre holds a collection of about 16,000 records. It includes a substantial collection of library materials as well as a good collection of textbooks considered as supplement to or recommended for Immersion programs, Programme-cadre and French as a Second Language in British Columbia. The material ranges in grade levels from Kindergarten to Graduation program.

SERVICES

Anyone working in French immersion, Programme-cadre or French as a Second Language can use the services of the Centre. Post-secondary students in British Columbia are also welcome to use our resources. A teacher-librarian and a library technician as well as a secretary are on hand to assist you in your queries. Visitors to the Centre will be able to search our collection and borrow material. People living outside the Lower Mainland can communicate with us by letter or phone. We will be glad to make recommendations or send material to you for evaluation. We assume the mailing cost one way, you assume the mailing cost for the return.

Four times a year, the Centre issues a publication called Selections. It contains reviews of library material and is sent to every school in the province where French Immersion is offered. The reviews are written in English by teacher-librarians and teachers working in French immersion in the province. The books are rated as follows: excellent, very good, good, acceptable and not recommended.

YET TO COME

We are now in the process of computerizing the collection. This means that in late Fall, our users will be able to search the collection more easily, print bibliographies and borrow material more quickly. Furthermore, shortly after the computerization is completed, our users will be able to access our collection through modem. We also intend to purchase the database of Services Documentaires Multimedia on CD-ROM. This database contains over 261,000 entries of print material, 39,000 entries of audio-visual material and approximately 300 entries of computer software programs. This service will only be available at the Centre.

OPENING HOURS

Monday	8:00 am to 4:30 pm
Tuesday	8:00 am to 4:30 pm
Wednesday	8:00 am to 9:00 pm
Thursday	8:00 am to 4:30 pm
Friday	8:00 am to 3:30 pm

AFTER WHISTLER, WHAT NEXT?

Keynote address presented at

The ATLC/BCTLA Conference: Bridging the Millennium

Whistler BC, October 19, 1991

JEAN BROWN, Faculty of Education, Memorial University of Newfoundland

Introduction

Over the years I've done many things that have caused me to question my sanity. I remember years ago when I learnt to swim. I grew up in a small Newfoundland town situated at the mouth of the Exploits River, at the point it meets the salt water Bay of Exploits. We swam in a fresh water river usually, but we also swam in the Bay which was protected and warmer than the open Atlantic. Of course, there was no swimming instructor, nor were there swimming lessons. I was probably eight or nine years old, participating in what we called "paddling" in the water, when another child my age demonstrated that she could swim. I asked her how to do it, and her answer was, "Just jump in the water, keep your mouth closed, hold your breath, move your arms, kick your legs — that's all there is to it — you'll swim". I did, and although I had moments of doubt as I started to sink, she was right. I did swim in some form or another, and I survived.

I also had moments to doubt my own sanity after I accepted my first teaching position. I finished high school when I was fifteen, turning sixteen that summer. I had planned to go to university, but that was the last few years of the old campus at our only provincial university, and due to overcrowding (and perhaps my age) I was not accepted that year. Just about the time that school was starting, I was asked to teach in a one-room school just a few miles from my home. Much to the dismay of my parents I accepted. I taught kindergarten to grade eight, with no grade sevens, in that school which had no indoor plumbing and a pot-belly stove to keep it warm. There were many times that year that I doubted my sanity, but I survived!

For the past few years I've been working on my doctorate at the Ontario Institute for Studies in Education. Last year my husband and I lived in an apartment on Yonge Street. It was a great year in many ways, but also a very demanding one. There were times as I joined the downtown rush for subways and as I wrote my comprehensive exam, that I again doubted my own sanity. But, so far at least, I have survived.

Now this! This may well be the straw that breaks the camel's back. Before I left St. John's, as I did my last minute preparations for this address, I again doubted my own sanity. I can't believe that I actually agreed to do what I am doing here! I can't believe that I actually said that I would speak to a national group of highly regarded colleagues, and as the very last event on the program even! What it has meant is that never through the conference could I relax! I also said that I would try to be light and inspirational; humorous, even, if I could pull it off, rather than academic and scholarly. Now, I am paid to be the latter. After all, I teach at the university and students have no choice but sit and listen. However, I have little experience with the former, especially as a luncheon speaker, and believe me it has already caused me nightmares.

That reminds me of a rather unkind story that I heard many years ago about a Canadian senator who was reported as saying," "I had a horrible nightmare! I dreamt I was speaking in the Senate. I woke up and by golly I was!" I ask myself now, is this for real? Am I really doing this?

That leads to the next question: Why, in the name of Heaven, did I ever agree to do this? It's certainly not for money. In fact, nobody could ever pay me enough to do this.

Was it to get to British Columbia? That's a possibility. I've visited this province before — I spent a wonderful summer in Victoria about fifteen years ago, and I was here for CSSE in 1990. This is a beautiful province and I'm always delighted to get a change to visit here — but that's not why I agreed!

Was it to visit Whistler? Now that is certainly a possibility! I've never been here before, although like all Canadians, I've heard of Whistler and have seen pictures of it. I also remembered that Pierre Eliot Trudeau skied here when he was Prime Minister. I certainly looked forward to visiting Whistler, and it's lived up to and even surpassed my expectations, but no, that's not the reason.

Was it because I was told that Arthur Black was going to be on the program? Certainly I've listened to Arthur Black on CBC radio on Saturday mornings, and I certainly looked forward to hearing him. I enjoyed his presentation last night very much, but no, that was not the reason.

Why then? What possible explanation can there be? Well, I'll tell you. Because this is one conference I didn't want to miss! I believe that we are beginning a new era in teacher-librarianship in Canada, and I wanted to be a part of it! If this conference had been held in an abandoned open-pit mine, with accommodations in deserted bunk houses, I'd have wanted to be here, to meet and share ideas with all of you, from all over Canada. I wanted to be at the first conference of ATLC, to be here to meet colleagues who I consider friends as well as leaders in this field, people who have influenced me in the past and, I'm sure, who will continue to inspire me in years to come.

I wanted to here also so that I could publicly thank BCTLA for the contributions they have made to us in Newfoundland. You people who have worked so hard producing Bookmark, and Fuel for Change and Implementing Change, you probably have no idea of how much we appreciated these publications as we've struggled with abstract concepts such as resource-based learning and cooperative planning and teaching. Names like Liz Austrom, Willa Walsh, Diane Poole, Patricia Finlay, Angela Thacker — we recognize the names so that meeting the people is like meeting old friends. My thanks BCTLA for all the help you've provided over the years.

So that's why I'm here. I wanted to be part of this conference. I thank the conference planners for the invitation, I'll try my best to do what I set out to do, but I am reminded of another story:

An elderly Newfoundlander had a bad heart condition, and wanting to escape the rigors of a Newfoundland winter, decided to go to Florida for the winter months, as many Newfoundlanders do. He went, had a few good weeks in the sun, and then suffered a heart attack and died. The corpse was brought back to Newfoundland for burial, and at the funeral home, Aunt Sue, gazing down on the well-tanned face of the corpse, was heard to say, "My! Look how good he looks! Florida did him some lot of good, didn't it?"

I rather suspect that I'll be like that elderly gentleman. The conference has been wonderful, but I'm not sure I'll survive this part of it! I can but do my best and give it a try.

A New Perspective

Charles Gordon, a columnist with The Ottawa Citizen, wrote a column in the August 19th, 1991, issue of MacLeans magazine. It was called "The secret of a proper perspective" and it began:

> From this vantage point, high up on a ladder, one can see far down the lake and reflect on its beauty and how it has changed. Unfortunately, one has to fix the screens.

Charles Gordon is talking about cottage country, about being high on a ladder, fixing the window screens, but the parallels with us, here at Whistler, are striking. For Gordon, his position on the top of the ladder allowed him a new perspective of the lake; like him, we too can take advantage of our attendance here at Whistler to gain new perspectives on teacher-librarianship. A national conference such as this provides opportunities to stand apart, to see what is happening in teacher-librarianship across Canada, and it provides an opportunity to reflect on these happenings, to muse on how things have changed or are changing. However, like Gordon, there are still practical tasks to be done, there is still the need "to fix the screens".

This conference has provided opportunities for both the theoretical and the practical. The strands allowed people to focus in on particular interests and concerns, but always there has been that wonderful feeling that comes from sharing ideas and thoughts with colleagues. Meeting people is the most important part of any conference. It is consoling to learn that others have the same problems, and it saves time when we don't have to re-invent the wheel, but can learn from one another.

I have noticed myself, and others have mentioned to me, the warmth of the group assembled here for this conference. There have been so many meetings of old friends, so many interesting huddles as colleagues have met and touched base once again. A Newfoundland delegate told me how he met an Ontario delegate while on the way here, and that a very important part of this conference for him has been the conversations he had with her regarding teacher- librarianship in Ontario. I suspect that has been the same for many of you. So, meeting here at this conference has given us new insights, new perspectives.

Importance of the Past

As we stand from this vantage point, we also realize, if we care to reflect, that people have come before us, that much of what appears new today was talked about and dreamt about by educators long before this conference, as this comment illustrates:

> The school library is an essential element in the school program; the basic purpose of the school library is identical with the basic purpose of the school itself.

This quote is from the 1945 American standards, School Libraries for Today and Tomorrow, (ALA, 1945, p.9). Even earlier, in 1915, Mary E. Hall, in an article in the Library Journal, explained how the new school library of her time was to be more integrated into the curriculum of the school than the older model had been:

> The old high school library was static. The new is dynamic. The old was largely for reference and required reading in history and English; the new is all things to all departments, if in any way it may serve the school. It is not only a reference library, but a training school...(cited in Davies, 1979, p.36).

The current vision of teacher-librarianship being integrated into the curriculum of the school is, then, one that has been around for a long time. For over seventy-five years we have had that aim. If we want to focus on our Canadian standards, it's been twenty-four years since the publication of the first Canadian standards, Standards of Library Service for Canadian Schools, (CSLA, 1967), which maintained: "The unique role of the school library, however, is to serve the instructional needs of a limited clientele—students and teachers" (p.5). Since this has been our aim for so long, why is it not a reality in all our schools? Why are so many schools still struggling to implement that dream?

As we reflect back on the past twenty-five years, many answers emerge, but surely one obstacle was the way that we split ourselves into two different groups: the book people and the A-V types. Remember the publication, Media Canada: Guidelines for Educators, published in 1969? At that time, the Educational Media Association of Canada (now known as AMTEC), felt obliged to publish their own standards, since they felt that Standards of Library Service for Canadian Schools, published two years earlier by the Canadian School Library Association, did not adequately address the needs of schools implementing educational media programs. So, for a short while, we had two sets of standards, neither recognizing the other, a clear separation of print and non-print, people as well as materials. It was not until 1977, a mere fourteen years ago, that the first joint Canadian standards appeared, Resource Services for Canadian Schools. That was indeed a milestone, for it brought together all learning materials, regardless of format: "Information is presented in many forms. The form is important only insofar as it contributes to student and teacher needs" (Branscombe & Newson, 1977, p.2). By using the term "learning resource teacher" there was a hope that print and non-print people could be brought together, at least in title. These standards also insisted that classroom teachers and learning resource teachers needed to cooperate in curriculum planning and implementation, that there was a need for "the total integration of learning resource services with all aspects of curriculum and instructional development in the school" (p.41).

This separation of print and non-print which existed in our standards was a reflection of our national professional organizations. The importance of national professional organizations has been evident in the development of standards for school library services in the United States, Canada, Britain, Australia, and New Zealand. There are professional gains to be made when teachers, teacher-librarians, administrators, parents, and other members of the educational community share a common vision and work together to realize them in national associations.

In Canada, we have had our problems in getting wide support for a national professional association for teacher-librarianship. We have had the Canadian School Library Association since 1961, when it was formed as a division of the Canadian Library Association. There can be no doubt that it has served an important function. Many of the people here at Whistler have served as president or in other executive positions, and contributed to publications such as School Libraries in Canada or to other publications.

Teacher-librarians, however, are teachers, and the role which is demanded of them in the latest standards requires them to have training in instructional development as well as library science. The developments in educational technology and instructional development, now seen as essential to the teacher-librarian's role, led some teacher-librarians to join the Association for Media and Technology in Education in Canada (AMTEC). That association's professional journal, The Canadian Journal of Educational Communications, carries articles of interest on such topics as computer applications, distance education, visual education and the latest uses of new technologies.

Both organizations present problems, however, for teacher- librarians. CSLA is certainly a professional organization for professional librarians, but teacher-librarians aren't professional librarians, they are first and foremost teachers and many don't have nor do they intend to have MLS degrees. AMTEC is certainly a professional organization for professionals in educational technology but it draws its membership from technical colleges, universities and school board district offices.

It would appear then that professional teachers who specialize in teacher-librarianship have created a unique profession which needs its own national association. As John Wright pointed out so accurately in 1979, "the real strength of Canadian school librarianship remains at the provincial level" (p.15). Practising school teacher-librarians do not generally join CSLA or AMTEC, choosing instead to be members of their own special interest councils within their provincial teachers' associations. Just a few weeks ago I attended the conference and annual general meeting of the Learning Resources Council of The Newfoundland Teachers Association, in Corner Brook, Newfoundland. This weekend it is this joint meeting of ATLC and BCTLA. The energy, the youthful vitality, the commitment which is found at these conferences is what we need at a national level. It is apparent that the Association for Teacher-Librarianship in Canada is an answer to a need, a natural expression of a professional group who is seeking a national voice and a national network.

The decision for this National Association to meet in conjunction with provincial associations for teacher-librarians is, I believe, a wise one. The provincial associations bring with them the classroom level people, the energy and vitality of young people entering the profession. We have much to learn from our provincial members, not all of whom can regularly attend national meetings.

The Elevator Incident

All of us feel a need to learn, for we are all feeling the pressures of change, and many of us do feel that we are in the midst of chaos. I would like to draw on an incident that actually happened at the meeting of the Learning Resources Council just two weeks ago in Corner Brook, Newfoundland, to illustrate some points I would like to make about coping with change. Liz Austrom, well known to all of us from her work with BCTLA, Bookmark, and Implementing Change, was brought in as a keynote speaker. At the entertainment following the banquet, Liz was made an honorary Newfoundlander in a ceremony called a 'Screech-in' where she was asked to kiss a cod (not a bad idea for us all since they may not be around much longer!) and repeat a Newfoundland saying that's a bit of a tongue-twister ("Can't do nar ting when you got nar ting to do nar ting with!"). The woman who conducted the ceremony, a part-time actress, was called Aunt Luce. When she looked for Liz, she pretended to have her name wrong, and instead of Austrom called her Ms. Awe-Some. Not a bad name for her, we thought!

At the end of the conference, a group of us who were not returning until the next day (the effect of better air rates when you stay over Saturday) had dinner together. After a long and relaxed meal in the hotel, seven of us piled in the elevator to go to one of our rooms to continue the conversations. The elevator was rather small, in fact it had a sign saying that the maximum weight was 2000 pounds. We were on the first floor, and pressed the button for the third. We moved — a little. Then I realized (and at the same time probably everybody else realized) that we were stuck! We pushed buttons — nothing happened. We pushed the emergency call button and heard a bell ring. Then one of the group suggested to me (I happened to be nearest the buttons) that I use the telephone that was above the buttons. You can probably imagine the relief I felt when I heard a voice on the other end of the telephone! Not wanting to incite panic or appear too rattled, I tried to be very cool, and said to the person on the other end of the line: "There's seven of us in the elevator in the new wing of this hotel, and I think we're stuck!"

The voice at the other end was equally calm and reassuring. "Oh!", she said, "Do you know what to do?" Before I could answer she went on, "All of you should gently jump up and down at the same time".

I didn't believe that I had heard right. Jump up and down in this little box that is suspended by cables in an elevator shaft? I figured I had heard wrong. "Let me get this straight now. There are seven of us here — you want all seven of us to jump up and down at the same time?" I asked.

"Yes", she nonchalantly agreed, "Just gently up and down. Try it and I'll call the hotel maintenance man immediately", and she hung up.

I repeated the instructions to the group. What do you expect was the reaction? Gales of laughter! (Do we always laugh I wonder when we are worried to death? Maybe. There's an old Newfoundland saying, "Sure if you didn't laugh, you'd cry" and I guess that's an excellent example of it.)

After the laughter died down, group processes took over. It may have been Ms. Awe-Some (I don't remember for sure) who suggested that we'd better do as we were told and someone suggested that we would jump (gently) at the count of three. We did it — several times. We didn't think it was working but then we realized that we were moving. We stopped, the doors opened back on the first floor and we piled out — laughing, relieved.

A man holding a bucket of ice stood waiting to get on the elevator. Trying to be helpful, we explained to him that the elevator had just been stuck, that he was taking a risk to get on it. He laughed as he entered the elevator anyway, and pleasant soul that he was said that he would take his chances. Then he noticed the sign — remember — the one I told you about earlier — Elevator: Maximum weight 2000 pounds —so he kept the door open long enough to call out, "Oh, I know what your trouble was — you exceeded the weight for the elevator!"

Well, after that parting shot we couldn't care less if he got struck or not, so we left and took the stairs up to the third floor. For all we know (or care) our guy might be still stuck in the elevator!

You might very well ask at this stage, what in the world does this have to do with change, with teacher-librarianship and the topic, After Whistler, What Next? Well, I think it illustrates very well many of the things that I have learnt about change.[1]

Rosenholtz, in her book, Teacher's Workplace, talked about stuck and moving schools. I think our being "stuck" in the elevator illustrates some important points about educational change, about being "stuck" or "moving". You see, "stuck" schools, like us in the elevator, aren't going anywhere. To get that elevator "moving", we needed to communicate with others, collaborate, and we all needed a common goal — us in the elevator, the switchboard person, whoever was involved. There was also need for leadership — but leadership was collective, and emerged to meet the crisis. Some "Awe-Some" person provided jumping leadership. It took organization and vision to have us all count together and jump at the same time.

However, the question of jumping raises some serious questions. Jumping can be considered a bit of an art. Jumping "gently" is certainly an art. What does it mean? There's a definite need for clarity. Do we all interpret "jumping gently" alike? Jump too hard and you could jeopardize everything — especially when you are in a precarious position! Jump too gently and there's probably no effect at all! How often do you jump? Every two seconds? Or four seconds? Do you jump with both feet together (like with a skipping rope) or one foot at a time like a dancer?

Jumping together as a group then needs planning. As the research is beginning to show, though, plans evolve rather than appear fully developed. Louis and Miles, in Improving the Urban High School, refers to it as evolutionary planning. When we realized we were stuck, there was no clear vision of what we would do. Even when we were told to'"jump gently", the planning for that gradually evolved as different people assumed leadership roles. It became apparent that someone had to coordinate the effort, and an "Awe-Some" leader emerged. But as my research is also showing, the leadership is distributed among various people, it is collective. At the end, who knows who suggested what? Who cares? Who's keeping track? The main thing is that the goal is achieved, and in our case, we got out.

In education working towards the same goal becomes very difficult at times. We tend to see the world from different lenses. When you realize that you are all stuck together in a small elevator, working together for the same goal becomes much easier. Maybe there's a lesson there for schools. Is a staff retreat similar to being stuck together in an elevator?

It's often difficult too to know if the means you use to reach the goal really works or not. Did jumping make the elevator move? Or did the switchboard person find the maintenance man who pushed a button or pulled a switch somewhere in the hotel and thereby remedied the situation? Or did the person with the bucket of ice remedy the situation unknowingly, when he pushed the button? We'll never know for sure. Now, at the university I could probably write a grant proposal to obtain money from the Social Sciences Research Council of Canada, to research the problem. I could then hire a researcher or two, and maybe encourage several graduate students to write thesis exploring the problem. We would need to interview the people involved, including the maintenance man and the man with the bucket of ice. We would need to obtain the specifications for the elevator, and examine the maintenance record. We could find out how often it's been stuck in the past, the number of occupants in the elevator at each time. We could use mixed methods — quantitative and qualitative data — we could find averages, correlations and add richness by including interview data. Would it tell us anything? Sure. Would it help in the future? Maybe. Are we likely to do it? Not likely. Isn't that the situation with much educational research?

There's also lessons to be learnt from the man with the bucket of ice who was waiting for the elevator. Now, in a different way, he was stuck too, waiting for the elevator. He wasn't moving any more than we were although he didn't appear to be as stuck. Now, it is true that he had options. The stairs were just down the hallway — he could have taken the stairs up to where he wanted to go and been moving much quicker than he was. Why didn't he? Probably because there was no sense of urgency. He was, after all, pretty comfortable where he was, probably saw no great need to exert extra energy. He probably had little motivation to do so, although the ice suggests that maybe there was an anticipated reward. If the elevator hadn't arrived, I guess the ice starting to melt or the desire to indulge in whatever beverage the ice was intended for, would have created a need for him to start moving. Doesn't that tell us something about how we get people moving in schools?

There's another key insight to be gained from our man with the ice bucket. Do you remember how quickly he arrived at a solution to the problem of why the elevator was stuck? Here were the facts as he saw them: a small elevator; maximum capacity 2000 pounds; seven women. His solution: the elevator was overcrowded. What was wrong with his problem-solving? Well, simple arithmetic shows that 2000 pounds divided by seven women means that we had to average three hundred pounds each. Since not even one of us approached that figure, and several were probably one hundred pounds, if that, then his whole problem-solving process was flawed. Yet, based on his analysis of the problem and his confidence in the elevator now running smoothly, he entered the elevator, the doors closed, and that's the last we saw of him. Like some schools, he was moving and maybe it was in the right direction. Maybe be got to his goal, even though he really didn't know what he was doing. Or maybe, since the thinking behind his actions were flawed, he became stuck as we had been. Whether in schools or elevators, the problem- solving process needs to be considered.

What about our voice on the other end of the telephone? It was an awful relief to reach her, to know that she was there, that she was monitoring what we were doing, that she was attempting to help us as best she could. She was friendly, she was supportive, and our problem became her problem, even though she wasn't stuck on the elevator with us — although not with the same sense of urgency I'm sure! Sort of reminds me of the relationship between schools and good district offices or Ministries or Departments of Education, or Faculties of Education. The schools are the ones stuck in the situation but it helps knowing that support is there, and being able to call on that help when needed.

I'd like for you to bear with me long enough for me pull together a few morals from this tale, which I hope have implications for us all:

1. Not all people who are stuck realize that they are stuck. Some are just plain comfortable and see no need to exert additional energy. (Like our man with the ice-bucket).

2. When you do realize that you are stuck, there

needs to be a sense of urgency created to get moving again. Don't be too cautious about raising the alarm.

3. Don't accept all solutions to problems. Some solutions are flawed. Examine them closely before you accept them.

4. Even when you hit on the right solution, you may not realize it and, most often, you can't be sure if it really is the solution or not.

5. Planning for change evolves rather than appears fully formed.

6. Leadership is most often distributed and collective. In a crisis situation, it emerges. There are many leaders and some will indeed be awe-some.

Leadership

I would like to conclude by focusing for awhile on leadership. I am currently engaged in a study of a form of leadership referred to as transformational leadership. Simply put, transformational leadership is leadership for change rather than leadership required when conditions are relatively stable. I think that what we have learnt about transformational leadership has profound implications for all of us here.

A conference such as this one makes us aware of the leadership skills of many different people. There are those who were involved in the planning of the conference, those who have presented at the conference, those who have facilitated discussions at formal and informal gatherings. Roland Barth, a writer I particularly like, links two important ideas - leadership and community, and refers to the school as "a community of leaders". I agree with his observation that,"Teachers harbor extraordinary leadership capabilities, and their leadership potential is a major untapped resource for improving our nation's schools. All teachers can lead" (Barth, 1988, p.131).

I believe though that modesty keeps many of us from admitting that leadership role, or maybe we have become too accustomed in education to associating leadership with formal leadership titles. Whatever the reason, too many of us don't think of ourselves as leaders, and therefore don't work at becoming even better leaders. We are all familiar with the comment, "I'm just a classroom teacher". If this conference leaves you with nothing else, I hope that you are left with the belief that there is no such a thing as "just a classroom teacher" or "just a teacher-librarian". Each of us can assume a leadership role, but I believe that we should consciously work at being better leaders, whether it's in the school, the board office, the department of education, or the faculty of education.

The study I have been involved in on transformational leadership is a study which is attempting to demystify what effective leadership is. It is a very interesting topic, and although there is much to learn, I believe we already know enough that we can, each of us, work at becoming more effective leaders. Based on the readings I have done and the studies I have been involved in, I believe that we can all become more effective leaders if we adopt the following practices:

Visioning. Nothing is more central to transformational leadership than the concept of vision, but I believe that we must consider it as a process, not a product. We may long for certainty, and for charismatic leaders who have the vision intact and complete, but I haven't found that you can explain vision in education that way. I prefer to think of "vision-building" (Fullan, 1991) or "evolutionary planning" (Louis and Miles, 1990). I have found that in my experience and in the studies I have done, that vision is rarely the dream of one person, instead it is a synthesis of many dreams.

What does that mean for each of us, as we struggle to be more effective leaders? We still need to have our own personal philosophies of education, of what it means to be a teacher- librarian, of what we would like for each of our students. But we cannot become what one principal I spoke to referred to as "one- tune songs". Recognizing vision as evolutionary and shared means working with others to share images of what can be.

Modeling. Transformational leaders model the values that they espouse. I remember one incident in which a school leader I was interviewing spoke of the school principal, commenting: "You know, he doesn't mind admitting that he doesn't know. It's so reassuring because then I don't mind admitting that I'm unsure too". If we want people to change, to be collaborative, to be open to new ideas, to share their strengths and reveal their weaknesses, then we must be willing to do so as well.

Collaborating. The schools I have visited and the school leaders I have spoken to have convinced me that transformational leadership is shared or distributed leadership. Every school I visited described practices that showed teachers and administrators working together for the good of all students. I now appreciate the use of committees and school improvement teams in schools, more than I ever did before. This collaboration is not half-hearted, but a serious involvement by staff and administration in collectively solving school problems.

What does it mean for each of us here? I believe it means a recognition that two heads are truly better than one, that collectively we make much better decisions than working alone. When we were writing Learning to Learn in Newfoundland, it was obvious that we were working together. There was leadership, but it was collective. I had the privilege of being named the chairperson of that committee. That's great for my ego and is a great source of personal satisfaction. But when asked to take on that role I accepted only after I knew who the committee would be. With the people who would be working on that committee with me, I realized that it didn't really matter who the chairperson was, that we couldn't lose. I didn't know when we started what the finished product would look like. Vicki Pennell and Calvin Belbin, (both of whom are here today), and I, we would wonder what the final product would look like. But we didn't know. We just knew that collectively we would come up with something that we would be happy with, at least as a beginning.

Trusting. That leads to the fourth practice for effective leadership, which I am calling trusting others. I could also refer to it as having high expectations for others. As leaders, at whatever level, we have to have trust in each other and trust in the process. It's not easy to step back and allow the collective leadership to occur. One principal I spoke to explained that it was very difficult for her to take the risk of truly allowing the staff and other administrators to be involved in decision-making. Sometimes the decisions were not the ones she would have made, but as she put it, "She could live with them". The overall vision of the school was intact, but the strategies to arrive there were open to decisions made by the staff. In the Newfoundland policy committee that I referred to earlier, we had that trust in each other and in the process that we had set up.

Respecting. What this means is respecting others, in the true sense of that term. It means a concern with personal feelings and needs, and an attempt to provide individualized support. One important need that we all have is the need for a pat on the back, positive feedback. As leaders we probably don't do that as much as we should. Partly I think because, as I said earlier, we don't see ourselves as being leaders, as being that important, and partly because we are often embarrassed to share our feelings. As a result, we often don't let others know how good a job they've done, or how they have helped us with our own struggles for meaning. Ken Haycock, for example, probably is not aware of how influential he has been in my own personal struggle with a theory of teacher- librarianship. I have never told him how he became my mentor long before I met him, that when writing my Master's thesis which looked at the evolution of school libraries and educational change , I would jokingly refer to him as "my friend, Ken" because he provided me, through the printed word, with so many insights. I should have told him, and I do so now, publicly. Thank you Ken! Gene Burdenuk visited Newfoundland a few years ago, and he and I shared a keynote session. His words of encouragement at that time gave me confidence long after he left, and contributed to the work that I have done since. I never told him. I do so now. Thank you Gene! If time permitted, I'm sure that each of us here could do what I have just done. I'm not talking about flattery — I'm talking about sincerity. I'm talking about letting people know when they have helped us, giving positive feedback to people, as much as I am talking about providing assistance when we see people needing it.

Challenging basic assumptions. The last practice that I will discuss is that of challenging people to think of new ways to do things, to rethink their basic assumptions about their work, not with arrogance, but as part of life-long learning. Effective leaders do that. In some schools I visited, teachers met in breakfasts meetings, sharing new ideas and different teaching strategies. In other schools teachers attended conferences and then returned to their school, sharing what they had learned with others. In other schools district consultants visited schools weekly, meeting with teachers and sharing with them new ideas, new ways to do things. There are many ways for us to share new ideas, for us together to rethink how we can best help students and each other.

Conclusion

After Whistler... What Next? As we return to our homes and our work, I believe that we should take with us a sense that all of us are leaders. What ever the role, whether it's a classroom teacher or a teacher-librarian; a school administrator or a district consultant; a university professor or a ministry or department of education consultant; we are a community of leaders. Transformational leadership — leadership for change — will require visioning, modeling our values, collaborating with others, trusting and respecting others, and challenging others to rethink their old ways of doing things. For those of you who have formal leadership roles, this new perspective may require you to work with people in a new way; for those without formal leadership roles, who would see themselves as "just a teacher" or "just a teacher- librarian", you too should re-examine your perception of yourself, and consider how you can be a more effective leader.

When I was a girl, I attended church camp. A favourite campfire song went something lie this: "You have to walk this lonesome valley/You have to walk it by yourself/ Nobody else can walk it for you/ You have to walk it by yourself." As teachers, whether classroom teachers, teacher-librarians, or, as the British would say, head teachers (school administrators), we seem to have lived by that theme. It's time we listened to other lines, also from the past. It was John Donne who wrote the following lines (my apologies for the sexist language but it comes from a different time):

> No man is an island, entire of itself, every man is a piece of the continent, a part of the main...

It's time we saw ourselves as part of the main — the mainstream whereever that might be, whether it's the school, the district office, the Ministry or department of education, or the university. We are a piece of the continent, not islands entire of itself, and as we leave Whistler we need to commit ourselves anew to the tasks that we face. We now have a national organization that is designed for teacher-librarians, one that will grow and help us speak to each other across this nation. It is an organization that brings together those whose main interests are books and those who are more at ease with modern technology, for as teachers we know that in the long run it's students that count, and that we will use whatever tools we need in order to provide students with the kind of educational experiences that they need. Whistler signifies that we have come of age... we are no longer the child of CLA nor AMTEC, but have matured to the extent that we want adult status — our own professional organization. So welcome to the new era of teacher-librarianship. We enter the 21st century confidently. We will have much to do but we have the people and the commitment to do it, for as Peters and Austin (1985) said:

> In short, people are the unmistakable base. Make no mistake about it. "Techniques" don't produce quality products, educate children, or pick up the garbage on time: people do, people who care, people who are treated as creatively contributing adults. (p.235)

All the best to you, BCTLA members and ALTC delegates. May you all join us at the next ATLC conference in Saskatchewan in 1993.

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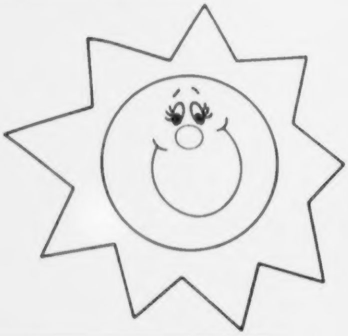
Writers on educational change that have particularly influenced me include: Barth,1990; Fullan, 1982, 1991; Fullan & Hargreaves, 1991; Little, 1982, 1990; Leithwood & his associates; Louis & Miles, 1990; Rosenholtz, 1989.

I have been part of a team of researchers from the Ontario Institute for Studies in Education who have been exploring transformational leadership. This team, which included K.Leithwood, research team director, includes his two research officers, D.Jantzi and R.Steinbach, as well as three doctoral students, R.McMillan, M.Genge, and myself. We have been particularly influenced by the work of B. Bass and his associates, J.McGregor Burns, and Podsakoff, Mackenzie, Moorman, & Fetter.



FIRE AND WATER: IMAGES OF CHANGE

Presenter: **PETER NORMAN**, Director of Program Development, Faculty of Education, Simon Fraser University.

Reporter: **TIIU NOUKAS**, teacher-librarian, SD#57 (Prince George)

Peter Norman wowed the audience with his dynamic presentation, his considerable preparation and his sartorial appointments (he consciously selected his tie to 'tie in' with the conference colour scheme).

Peter sees the dichotomy of change as the excitement of vision-shaping in contrast to the panic that overtakes us as a result of too much too soon. We must go inward to get the strength to continue the long haul and not get set up and upset about the glitches in our pursuit of progress. His philosophy is to attain cosmos (an order and harmony) from chaos (a condition of unpredictability).

Teacher-librarians are deep into this synthesis as we try to master the new interactive technologies even before their full effects are realized. In order to manage change we use strategies such as time management, stress management and conflict resolution. The workaholics, technoholics, and powerholics in our system must 'down-shift' as we collectively come to the realization that we cannot change everything.

In order to deal with chaos we have to work together and work smarter, collectively, reflectively and spiritually. Peter Norman's route to a new paradigm of getting things done is to take the following cooperative, conscious steps.

First, formulate your intention:
a) focus on the task
b) have a vision of yourself
c) is it relevant, measurable and attainable?
d) will you take this challenge?

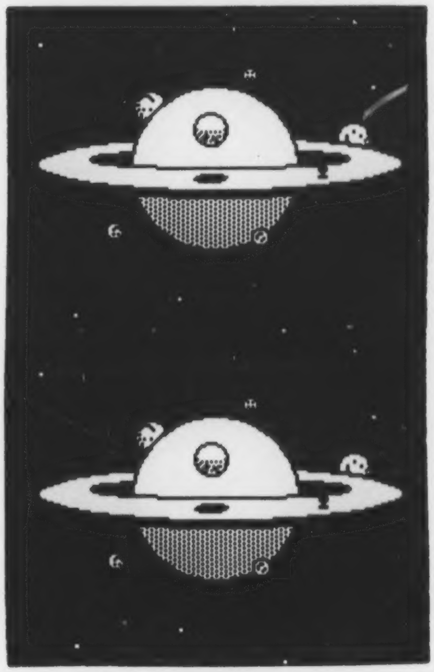
Second, make a group or personal model:
a) include tasks and time-lines in a systematic plan
b) list resources and people that will help.

Third, decide how to monitor your results:
a) which would be your baseline for satisfactory levels of performance, and which would be excellent
b) be clear and purposeful throughout your endeavours (this awareness leads to lifetime learning)
c) anticipate what can stop you and how you plan to get over those hurdles

Try a simple task using this model and your progress, and ultimately your students' progress, will become more conscious and relevant.

In his article, "T'Ching", Peter Norman discusses the Year 2000 initiatives through the metaphors of fire and water and urges us to get in touch with our values and collectively take the challenge of change.

Find elegant simplicity in a world of complexity!



BEAUTY SPOTS ON THE BODY POLITIC

Presenter: **KEN HAYCOCK**, administrator, SD#39 (Vancouver).

Reporter: **LIZ GOWAN**, teacher-librarian, SD#41 (Burnaby).

Ken Haycock, Director of Program Services with the Vancouver School Board is well known to teacher-librarians in Canada and internationally for his work dedicated to the improvement of school library resource centres.

Ken's presentation focused on 'Advocacy: the Principal and Beyond'. Advocacy is one of a teacher-librarian's responsibilities. It is not like chicken pox, where one exposure is good enough for a lifetime. We have to constantly be aware of what goals our advocacy program should be addressing for each year.

Advocacy is probably something many teacher-librarians don't like doing. For some it may not be in their comfort zone, but we can't be too timid, too conservative or too complacent. The meek may inherit the earth, but we would never hear about it. Do actions speak for themselves? Not when people are bombarded by 18,000 different messages every day. Service does not sell itself. Teacher-librarians must be articulate and assertive. If no one speaks for young people's library resource centre programs, what then?

We must all develop advocacy programs by planning, researching, fact finding, developing effective communication strategies, implementing, monitoring and finally objectively evaluating the plan. And we need to consistently redo, renew and rework our objectives of advocacy.

Teacher-librarians need social, interactive skills as they work with adults in numerous scenarios: volunteers, teachers, parents, administrators, trustees, board office personnel and community business people. We need to be able to articulate the importance of varying aspects of our library resource centre programs to these people and therefore lay the groundwork for the future. We need to invite them into our library resource centres to demonstrate the importance of our programs. By banking up on positive deposits (experiences), perhaps they will be prepared for a few withdrawals later.

The role of the principal is a key factor in a library resource centre program. So is the vice-principal an investment in the future; he/she will some day be a principal. It is imperative that the teacher-librarian plan what changes or programs he/she wishes to initiate and discuss these with administrators. Planning minimizes risks. "If you fail to plan, you plan to fail." A strategy is organized. One confers regularly and communicates effectively with the principal about short and long range objectives that he/she can agree to. One always starts with a discussion of programs, not the cost of them. If the program sells, the bill will be paid.

Few administrators know and understand the programs, services and tasks of the teacher-librarian. It is important that we speak in the language they understand. No one buys a product presented in a whining and/or confrontational style. We have to promote what is best for students' learning, and what the business community wants from its graduates—the ability to effectively acquire and use information.

Teacher-librarians need to politicize. When was the last time you visited a board meeting? Members of PSAs can take turns attending and target individuals who may become supportive of library program needs.

Trustees, the do's and don'ts:

- plan orientation meetings for new school trustees
- ask them to participate in professional days
- trustees hate surprises, don't embarrass them publicly
- always send a letter of appreciation
- take them to exemplary schools
- work with them if they need something, e.g. workshops for parent conferences, research, etc.

Trustees are one link with the community. Teacher-librarians are in the business of forming partnerships with colleagues but what about other people in the community? Partnerships pay off and teacher-librarians rarely draw on their strengths. Invite the press. We presume rejections, so we don't risk. It is very important to know the culture of your area and to know where the network is. We do something for them, they do something for us. It could be the community college, the public library or the business community (e.g. Great Pacific News). And we must invite to our conferences those other than teacher-librarians. As conference openers and panel members, superintendents, coordinators and people from the business community can give insight and also build bridges with us.

In education we constantly underestimate the time, resources and leadership needed to implement change. "Anything worth doing is worth doing slowly." (Mae West) So we need to remember our four Fs:

- be focused
- be fast (when opportunity presents)
- be flexible (those who aren't get bent out of shape)
- be friendly

"If at first you don't succeed, try not to be astonished." "Success isn't how far you go, but how far you came from."

Mr. Haycock finished with an unforgettable metaphor of geese. It emphatically summed up his presentation. If we have the sense of the goose:

- we will flock together
- we will get into formation creating a greater thrust
- we will share the lead as they do
- we will honk from behind to help all keep pace
- we will help those who falter until they regain their strength.

DON'T SAY YOU WERE NOT TOLD

Presenter: **DAVE BOUCHARD**

Reporter: **JULIE LEE**, teacher-librarian, Meadowbrook Elementary School, SD#43 (Coquitlam).

After seventeen years of teaching in Saskatchewan and Lahr, West Germany, Dave Bouchard is now settled in North Vancouver. He is, at present, the principal of West Bay Elementary School in West Vancouver.

Motivated by so much poor literature on the market, Dave decided that he could produce better results. Since 1989, he has published the following books:

White Tails Don't Live in the City, illustrated by Ken Lonechild
The Elders Are Watching, illustrated by Roy Henry Vickers
My Little Pigs, illustrated by Joyce Anderson

Bouchard's books reflect his philosophy that good literary works should be complemented by equally enhancing illustrations. In fact, his books' illustrations can be used independently as the outstanding pictures can serve as a natural springboard for student compositions.

Dave Bouchard's energetic and inspiring presentation was highlighted by the showing of the video "The Elders are Watching." Chief Dan George's voice in the video climaxed the powerful conclusion to Dave's entertaining and informative session.

Bouchard is available for Professional Day sessions and can be contacted at West Bay Elementary School, 3175 Thompson Place, West Vancouver, B.C. V7V 3E3 Telephone: 604-926-3248

Bouchard, a "collector of collectibles" from miniature soldiers, hockey cards, original paintings to children's books, hypnotized the audience as he shared his enthusiasm for story-telling by reciting exerpts from his works. From his "chest of literary treasures" he offered the following list of his personal favorites for reluctant readers.

Author	Title	Levels
Archer, Jeffrey	Twist in the tale, A	Gr 8 - adult
Banks, Lynne Reid	Indian in the cupboard, The	4th yr P - Gr 8
Baylor, Byrd	Guess who my favorite person is?	3rd yr P - Gr 7
Baylor, Byrd	Everyone needs a rock	2nd yr P - Gr 5
Clavell, James	Children' story, The	4th yr P - Gr 9
Cochrine, Orin	Modern fairy tales	1st yr P - Gr 7
Dahl, Roald	Revolting rhymes	4th yr P - Gr 10
Dahl, Roald	Wonderful world of Henry Sugar, The	3rd yr P - Gr 10
Dahl, Roald	Twits, The	4th yr P - Gr 8
Dahl, Roald	Dirty beasts	4th yr P - Gr 8
French, Fiona	Snow White in New York	2nd yr P - Gr 5
Gardiner, John Reynolds	Stone Fox	4th yr P - Gr 7
Hughes, Monica	Little fingerling	2nd yr P - Grade 5
Jones, Terry	Fairy Tales	3rd yr P - Gr 7
Kinsella, W.P.	Dance me outside	Gr 9 - adult
Martin, Bill Jr.	Knots on a counting rope	3rd yr P - Gr 7
Martin, Bill Jr.	White Dynamite and the Curly Kidd	2nd yr P - Gr 7
Mills, Mark	Scariest stories you've ever heard, The (2 vol)	Grades 4 - 8
Munsch, Robert	Love you forever	1st yr P - Gr 4
Numeroff, Laura	If you give a mouse a cookie	1st yr P - Gr 4
Park, Barbara	Skinnybones	3rd yr P - Gr 12
Rosen, Michael	Hairy tales and nursery crimes	2nd yr P - Gr 5
Service, Robert	Cremation of Sam McGee, The	Grade 4 - adult
Silverstein, Shel	Giving Tree, The	1st yr P - Gr 4
Van Allsburg, Chris	Polar Express, The	1st yr P - Gr 8
Wilks, Mike	Annotated ultimate alphabet	3rd yr P - adult
Zipes, Jack	Don't bet on the Prince - Feminist fairy tales	3rd yr P - Gr 12

BRIDGING BETWEEN ISLANDS

Presenters: **CATHERINE ANDERSON**, ESL teacher, **WENDY SHAW**, resource teacher, and **LYNDA CATCHPOLE**, teacher-librarian, A. R. Lord Elementary School, SD#39 (Vancouver).

Reporter: **ISABEL LINCKE**, teacher-librarian, Mitchell Elementary School, SD#38 (Richmond).

As seventy percent of the student population at A. R. Lord School are ESL students there was a definite need to take a good look at the ESL program. An external review group suggested:

- build language learning on students' personal experiences
- plan for long term support (it takes 7 years to become academically proficient in English)
- provide for interaction with English-speaking students
- teach language and content together
- encourage parent involvement
- establish a reception class

They also suggested a four-year plan: first year to plan, second year to implement, third year to assess and evaluate and the fourth year to expand and improve. They are currently in the third year of the plan.

In Vancouver, six elementary and four secondary schools were chosen to pilot the new ESL program. Because the library resource centre was to be an integral part of this program, the teacher-librarian sat on the steering committee in each of the schools involved.

A. R. Lord School has approximately three hundred students. The staff includes one administrator, one teacher-librarian, fourteen classroom teachers and four support staff. These latter include the LAC teacher, an ESL support teacher, who did much of the program administration and who worked mainly with the teachers of the primary classes, a reception class teacher who taught a class of 12-15 primary students, and a support teacher, who did a small amount of administration and who worked mainly with teachers of intermediate classes. Students would remain in the reception class until their English skills were about two years below grade level. The classes taught in the following program were composed of English-speaking students and graduates of the reception class.

Key visuals were an important part of the resources of the program, linking language with content.

Key visuals:

- reduce language barriers
- make underlying structures visible
- reduce short-term memory load
- provide a context
- can be used as an advanced organizer, presentation format or summary
- can be used at all ages and proficiency levels

Selection criteria for ESL resources:

- serve varying levels of language proficiency
- serve different age levels
- activity oriented
- currency
- multiculturally inclusive and free of race or gender bias

The unit of work the presenters focussed on was for a grade six social studies unit on Nigeria. The students who participated in the program showed a marked improvement in their ability to write a meaningful, expository paragraph, over the time of the unit, and progressed as a group better than a control class which was taught by a more conventional, text-book based method.

The team members are excited about the progress of their students and are enthusiastic about continuing and improving the ESL program at A. R. Lord School. Contact Vancouver School Board for information on ESL programs in the district.

THE TECHNOLOGICAL IMPERATIVE

Presenter: **NORM LEE**, teacher-librarian, Bird's Hill Elementary, Winnipeg, Manitoba.

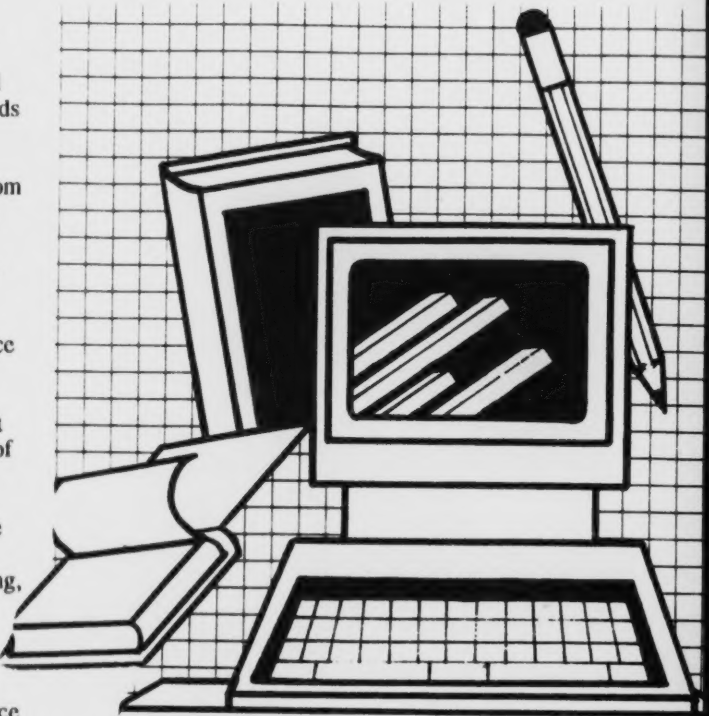
Reporter: **JUDY ABEL** teacher-librarian, William Aberhart Senior High School, Calgary Board of Education.

Norm Lee has won several awards: the Marshall McLuhan National Distinguished Teacher Award, the Northern Telecom National Award and the Hilroy Foundation Fellowship. He has taught for twenty-five years.

Norm Lee is an entrepreneur! Imagine . . . an entrepreneurial school! It seems that Bird's Hill School has broken away from the mould that education has followed since the beginning of time, and approaches learning and teaching in a meaningful way for the benefit of its students and teachers.

In his presentation, Norm set the scene for the need for changes in the delivery of education for today's world. He spoke of global competition, automation in the workplace and optimizing resources, particularly human ones.

Speaking of economic trends in Canada, Norm pointed out that while in 1950, 73 % of our jobs were in manufacturing, in 1989, that figure changed to 18 %. It will not surprise some that Canada spends the lowest amount of money on research and development of all industrialized countries or that Canada's standard of living has dropped to eighth from second in the world in the last twenty years. Norm was quick to point out that our neighbours to the south are in the same predicament but admitted that they are currently addressing the problem better.



Norm provided us with facts about the workforce today: technology is rapidly changing; complex robotics are needed, not inflexible machines; to be competitive, products must contain zero defects, not average. Workers must be knowledgeable. The day of the production worker has gone. People must work smarter rather than harder or faster and must be the key decision makers. Workers need to take initiative rather than be told what to do. From an era of a worker who would not having anything worth saying, we have a worker who needs to be able to make presentations.

Use some of these statistics that Norm offered with your administrators if you are trying to convince them of the need for on-line or CD-ROM types of information sources:

- the amount of knowledge doubles every ten years with scientific knowledge doubling every five years.
- 90 % of scientists who ever lived are living today.
- the half-life of a computer specialist degree is 2 1/2 years.
- the half-life of an electrical engineering degree is five years.
- engineeers need about thirty days of professional development per year to stay abreast of things.
- 85 % of Northern Telecom's 6.3 billion dollar income comes from products that did not exist five years ago.
- the mechanic's maintenance manual for a 1990 car was 470,000 pages on July 2, 1991.

Bird's Hill's educational entrepreneurial spirit needs to spread. It energizes people working in organizations, capitalizes on the talents of a middle-aged group, encourages growth and risk-taking and is a means for making a difference.

It would certainly seem necessary to look at the delivery of education in a whole new light in order to address the needs of today's economy. As usual, it takes a very special visionary to be able to do this. As the nineties will be the decade of global address, it makes you wonder whether we shouldn't be thinking of education nationally to address Canada's new economic needs. What's good for the whole is often good for the parts!

For those of you who wish to read further, Norm provided the following suggestions:

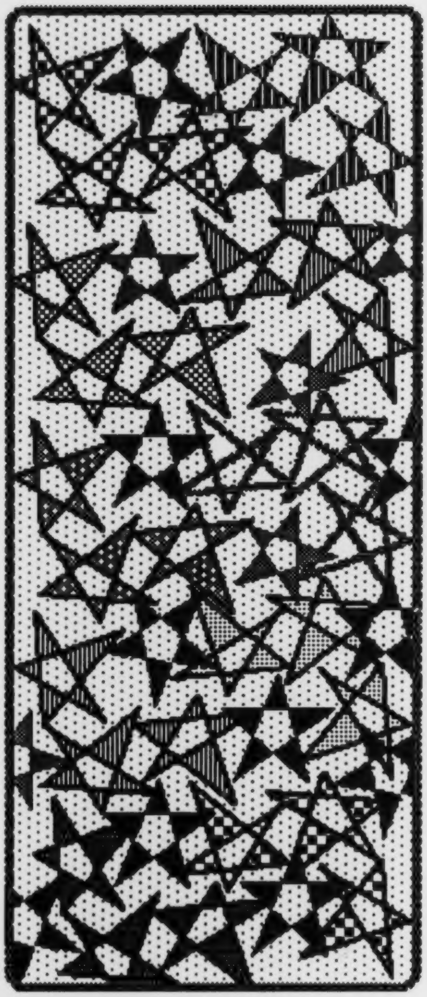
The Borderless World by Kenichi Ohmee.

The Competitive Wealth of Nations by Michael Porter.

Report of the National Adivsory Board for Science and Technology on Human Resource Development (April '91)

School Works - Reinventing the Public School to Create the Workforce of the Future by W. Nordruft from the Brookings Institute.

The Work of Nations by W. Reich.



THE NOVEL – AN APPROACH TO LITERATURE

Presenters: **DEIDRE BJORNSON**, teacher, Hillside Middle School and **MORAG MACDONALD,** teacher-librarian, Sentinel Secondary School, SD#45 (West Vancouver).

Reporter: **DOROTHY ROBERTSON,** teacher-librarian, West Vancouver Secondary School, SD#45 (West Vancouver).

Once in a long while the career paths of two teachers will meet at just the right time and right place to produce a 'dynamic duo'! Morag Macdonald has been teacher-librarian at Sentinel Secondary School in West Vancouver since 1985; Deidre Bjornson began teaching there in 1987. Both presenters have a deep interest in young people's literature and are anxious to share this love with their students. They planned and taught co-operatively for several years at Sentinel and, though Bjornson now teaches at Hillside Middle School in West Vancouver, they continue to collaborate for workshops and conferences.

Morag Macdonald instituted the *Book Pass* in order to provide a focus for the selection of books. Students who have difficulty finding just the right book to read, teachers who wish to introduce students to biographies or books with a certain theme, teacher-librarians who would like to see hardback fiction circulate, all can use the the Book Pass to advantage.

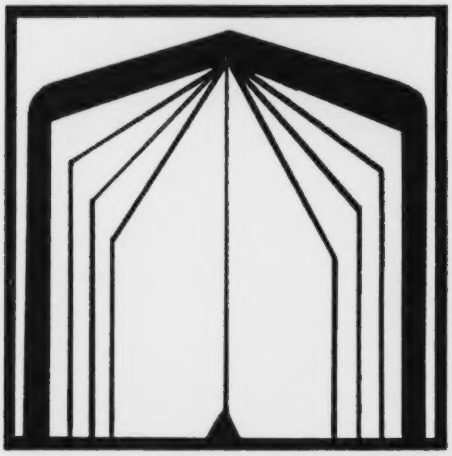
In small groups students sit around tables. A selection of books having already been placed on each table, the students begin the Book Pass by each choosing a book and spending time looking at it, skimming passages, noting characters, reading the dust jacket and appraising the cover. Each writes down on a form the title, author and one observation about the book–plot; description of a character; feelings; etc. When time is called, the book is passed on and another book chosen. Before the end of the period there are small group discussions during which time a book will often 'click' for several students.

In the classroom, Bjornson uses a variety of techniques to further stimulate the students' interest in the books they are reading and to involve particular thinking skills. At first the students work in groups in order to encourage the sharing and piggybacking of ideas. This leads to successful independent work later.

Bjornson displayed some examples of her students' work.There were *storylines* showing the elements of a story on which students plotted their novels in sequence. In *sociograms*, students showed relationships among the characters. The main characters occupied central positions on the charts with the other characters grouped around them. All were connected by arrows and comments. *Great Sentences* were pulled out of stories, written down for all to see, and studied for the vocabulary and imagery. You know this technique is successful when a student volunteers a *Great Sentence* from the book he or she is reading or when the student comes to the conclusion that his or her book has no *Great Sentences*!

Both teacher and students read books in Reading Workshop and send letters back and forth to share feelings and interpretations. Other strategies for stimulating interest in reading included Readers' Theatre, response journals, simulated newspaper reports, and advice columns.

This workshop session left participants with a wealth of practical and imaginative ideas.



LEADERSHIP AND THE TEACHER-LIBRARIAN

Presenter: **DR. GENE BURDENUK**, Associate Professor, Faculty of Education, University of Western Ontario. Director Educational Leadership Centre, London, Ontario.

Reporter: **MCHELE FARQUHARSON**, teacher-librarian, Moberly Elementary School, SD#39 (Vancouver).

Setting the scene for the importance of leadership in the field of teacher-librarianship, Dr. Burdenuk reminds us of the competencies outlined by the Canadian School Librarians Association (CSLA) as early as 1979. Since that time there has been a proliferation of documents dedicated to this topic without real evidence of leadership taking place. Referring to studies done by Benis and Nanus in their book, Leaders – the strategies for taking charge, Dr. Burdenuk suggests two factors that are preventing teacher-librarians from becoming educational leaders:
1) the social architecture and culture, which refer to the nature of work, and
2)bureaucratic organization which does not encourage collegial decision-making. In order to overcome these handicaps it is necessary to fully understand them and to work within their confines so that the teacher-librarian can emerge as an educational leader.

Recent findings and events seem to suggest a window of opportunity for teacher-librarians to successfully develop their leadership role. Dr. Burdenuk outlines these five conditions.

EDUCATIONAL REFORM: Each province has undergone major educational change in the last ten years with statements that are favourable to teacher-librarians. All documents discuss lifelong learning (independent learning) or the importance of learning to learn. Learning is focused on as a process which essentially supports the philosophy of the teacher-librarian and resource-based learning.

EFFECTIVE SCHOOLS RESEARCH: Studies are continuing to show that the successful schools tend to have collaborative/collegial expectations. "Teachers are observed in frequent discussions about teaching." These are the very factors that teacher-librarians have been arguing for.

RESEARCH ON CHANGE: Older research on change identified the role of the administrator as the most significant in the change process. It is now believed that an agent of change must work in tandem with a person who has credibility with staff–someone who talks the language of teachers.

LEADERSHIP: Both in the business world and in education, leadership literature recently offered the "quick fix", the "how to dress for success" type of cure. Now findings suggest that a leader must be a team player, one who understands how to involve and is capable of involving everyone in the planning and decision-making processes. They appreciate the "listen, celebrate and recognize", way of doing things. Leaders understand the success of empowering their colleagues, of working together to achieve a common goal.

Dr. Burdenuk differentiates between managers and leaders and acknowledges that for teacher-librarians to be leaders they must also be effective managers. He sees the teacher part of our title as the leadership role while the librarian part serves the management function.

Managers are people who do things right.
Leaders are people who do the right things.

With this understanding of leadership comes new skills associated with them.

- Acknowledge and share uncertainty.
- Embrace error. (We learn more from our mistakes than from our successes).
- Respond to the future (Let's be pro-active not reactive).
- Become interpersonally competent
- Lead through learning. (As soon as you stop learning you become an ineffective leader.

Over 80% of the skills of a leader are in the interpersonal area. These are the skills that we must work on. Knowledge alone is not enough to become a good leader. As Dr. Burdenuk points out, "You can know a lot but people might hate you."

Other parts of this session focused on definitions of authority and power. Teachers and teacher-librarians do not have authority. Power was defined as the ability to affect the course of action of an enterprise to a greater degree than others. The two types of power that relate to teacher-librarians are expert power and referent power. Expert power is the power that a person has because of the knowledge and expertise that person poses. Referent power is the power a person can gain because of what they have done in the past –the power one has because others put trust in them.

This session concluded by offering teacher-librarians eleven ways to cultivate a leadership role.

Guidelines for Action.

1. Know thyself - Have faith in your own strengths.

2. Learn more - Research the areas of adult learning, change process, training process, learning styles, communications skills...

3. Maintain integrity - Be oneself at home and at work with colleagues. Make sure that your beliefs, commitments and behavior model your vision.

The teacher-librarian sees him/herself as part of the larger group with the mandate to educate children.

4. Persevere - In administration there is a saying, "If you ask for something once, you may want it. Two times you really want it. Three times you need it.

5. Create a vision - Envision the school library program not as it is but as what it might be. Communicating and articulating this vision is one of the most important tasks of the teacher-librarian as leader.

6. Think big, start small - Break problems into small manageable bits. Work with individual teachers and small successes will regenerate you.

7. Focus on something important like instructional leadership - don't get caught up on side tracks, like automation. Place priority on curriculum and instruction.

8. Decide what you are not going to do - Keep the vision in the forefront.

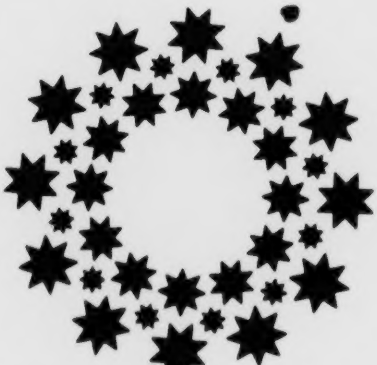
9. Take risks - Don't think you are going to get rejected before you start. Studies have shown that teacher-librarians are organized and creative but caution holds them back. In comparison to other occupations, teacher-librarians tend to be more cautious than other groups.

10.Celebrate successes.

11. Build networks - Use advocacy statements from other community organizations.

The importance of the leadership role of the teacher-librarian cannot be overstated. In some instances our very existence depends on it. By embracing this responsibility we gain allies in our commitment to provide our students with the abilities to cope in the 21st century. By articulating and communicating the role of the teacher-librarian with all members of the school community, we are increasing awareness and expectations of our role.

With an understanding of current research in leadership, along with today's educational climate and methods on how to become an leader, teacher-librarians have the necessary information to emerge as educational leaders. Let's do it.



TECHNOLOGY - WHAT'S HOT - WHAT'S NOT

Presenter: **LINDA SPRUSTON**, co-ordinator, Inservice and Professional Development Programs, Education Technology Centre, Victoria.

Reporters: **GERRY KOVACH**, teacher-librarian, SD#68 (Nanaimo) and **WILLA WALSH**, teacher-librarian, SD#38 (Richmond).

Linda Spruston, the presenter at this session, is a teacher of eighteen years experience, and has been seconded from Burnaby to serve as a consultant in technology issues as they relate to education.

Linda feels that the main issue is the issue of change rather than the issue of technology. She also feels that the merits of technology are not yet clear in the minds of educators. "Be cautious," is Linda's advice to fellow educators. She thinks there is a tendency to underestimate the time and resources required for the process of change and that technology should support educational goals and not be used simply for its own sake.

She presented a brief synopsis of the recent research findings regarding the use of technology in library/resource centres. Here are some of the findings:

1. Automated systems save time AFTER the initial time invested to get them up and running.
2. Automated libraries are used more by the student clients and have increased the reading of non-fiction books by the primary grades (K to 3).
3. The automated catalogue is used more than the traditional card catalogue.

   - a note here is that the best critical thinking comes from those who really know their content area and therefore these students need to know how to use the proper search techniques.
4. Library personnel must be well-trained and comfortable with the technology and be able to provide small group instruction and individual instruction whenever necessary as this produces the best results.
5. Technology allows expansion to other libraries and sources outside the walls of the school.
6. New skills are needed - e.g., Boolean logic searches.
7. There is an increased enthusiasm for the resource centre when new technology is introduced.
8. On-line technology and magazine indexes are **very hot**.
9. On-line searches require training and sophisticated skill training.
10. CD-ROM instruction is needed, and this technology outperformed **all others** as the **hottest** technology as viewed from the students' standpoint. Apparently students will prefer CD-ROM over print sources! This is therefore the place to spend money.

There is research evidence to support the idea that students need to be formally instructed in the use of technology. Those students who receive this type of instruction do much better than those who simply use a manual or ask for help while using technology.

Some of the products which are popular are: CD TV which plays CDs by hooking directly into the TV (no computer necessary), Grolier Electronic Encyclopedia, music instruction programs. Time-table of History on CD-ROM is an excellent product. On-line services are costly and some corporate sponsorship might be sought to make it more affordable. E-mail is popular because it uses icons and these are more familiar to us; therefore, more comfortable to use. Ideally, the school should have many terminals throughout the building where students can access the on-line catalogue, have word processing and graphics programs available and be able to use E-mail within the school and outside the school. Rather an ideal situation, but Linda stresses that although the costs are high now they will be much cheaper in the future. Linda stated that we are really still in a very early stage in the evolutionary process of using technology in school resource centres.

RAIN, RAIN, RAINBOWS

Presenters: **SHARRON COOKE** and **CYNTHIA CLARKE.**

Reporter: **REVA BIERMAN,** Vanway Elementary School, SD#57 (Prince George).

Sharron Cooke and Cynthia Clarke, the authors of the Holt, Rinehart and Winston series, Innovations in Science, demonstrated how an integrated theme at the K - 4 level could link literature and science.

Cynthia is a graduate of UBC and has a concentration in Primary Education and English as a Second Language. Sharron graduated from North Bay Teachers' College and taught in Hamilton, Ontario before coming to Richmond where she has been teaching at the primary level since 1975. Their combined backgrounds have furnished them with much experience and expertise in primary education.

Using charts and murals of student work to illustrate their points, they wove the thread of the science theme through topics in art, music, creative writing and concern for the environment. They used simple, inexpensive materials for "hands on" experiments which could be readily performed in the primary classroom.

Here is an example of a lesson taken from their unit on "Rain, Rain, Rainbows," which illustrates integrating science experiments with a literature connection. The resource centre comes into play in the lesson and could be expanded upon easily.

LESSON THREE

Learning Outcomes:

Concept: Water evaporates from the earth and condenses into clouds

Skills: observing, identifying, comparing, recording, describing

The Invitation:

On a cloudy day share with the class the story The Cloud Book by Tomie de Paola. Talk about the different kinds of clouds illustrated in the book and compare their similarities and differences.

> Cumulus clouds are usually dense, white and puffy in formation and are usually seen in fair weather.
>
> Stratus clouds are low-lying and arranged in uniform layers. They are usually fog-like in appearance.
>
> Nimbus clouds are low, formless, dark gray layers which precipitate continuous rain or snow.
>
> Cirrus clouds are white whispy ones, usually consisting of ice crystals and are seen in tufts or feathery bands across the sky.

The Activity:

Take the children outside and have them observe the different kinds of cloud formations. Help them to identify ones similar to those found in the book.

Provide each child with a clipboard and a blank sheet of paper. Ask the class to sketch some of the cloud shapes that they see and to imagine that they have different shapes such as animals, airplanes, and buildings.

As a teacher demonstration show the class how to make a "cloud in a bottle." Rinse a large clear plastic or glass container with water. Do not dry it. Light a long wooden match. Blow it out, then quickly drop the match into the container and secure the lid. The moisture inside the container combined with the smoke particles from the match will collect to form a cloud.

Caution should be taken to ensure that the children do not come into contact with the matches.

The Presentation:

Have the children work in partners and provide each pair with a sheet of paper. Ask the class to divide the paper into two columns and to record the headings "I Know" and "I Wonder"—one at the top of each column. Suggest that they work together to brainstorm for ten facts they discovered about clouds and to record them in the "I Know" column, then to think of questions they would still like to find out about clouds and to record them under "I Wonder."

Children can then work with the teacher-librarian to try to research their questions. When they find out the answers they can cross out the questions on their paper and record their findings on the "I Know" side of their papers.

Share with the class the story It Looked Like Spilt Milk by Charles Shaw. As a writing activity have the children duplicate the pattern in the story to create individual or class books. Encourage the children to refer to their cloud sketches for ideas to incorporate into their writing.

Evaluation:

The children should be able to identify and describe the four different types of clouds.

Here is the accompanying bibliography for this entire unit.

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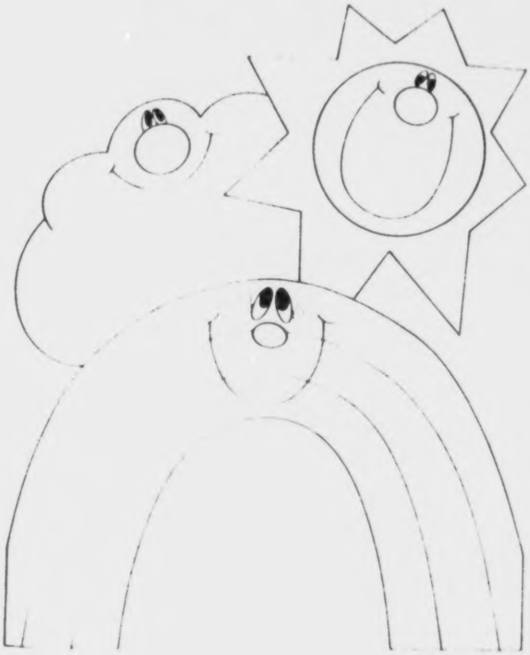


THE GRADE FOUR SLUMP

Presenter: **DR. TERRY JOHNSON**

Reporter: **VICKI SALE**, teacher-librarian, Crescent Heights Elementary School, SD#27 (Cariboo-Chilcotin).

Dr. Terry Johnson is a professor in the Faculty of Education at the University of Victoria. He is well known for his work on literature-based learning. His most recent books are Literacy Through Literature, Bringing It All Together, and, Evaluating Literacy, released on October 7. Dr. Johnson tries to be an advocate for the child in our education system. As his own son has just entered year one, this child now has a face.

Dr. Johnson started his workshop with some quick questions. "What intellectual activity did you engage in to prepare yourself for this workshop? Most of us admitted to not much. Dr. Johnson stated that he had probably spent three to four hours working on the actual presentation. This is the same as the classroom situation. Who has learned more, the teacher or the student?

If we as educators are providing universal education, why is there a 30-40% dropout rate? Why is the rate for First Nations people close to 100%? Is the system really serving the students?

Dr. Johnson read from a recent newspaper article which stated that 53% of surveyed sawmill workers in B.C. could not read well enough to understand safety instructions or their job manuals, although most had graduated from grade 12. What is our system doing, turning out grade 12 students with grade four reading levels? What causes this grade four slump?

Dr. Johnson went over studies by Chall and Jacobs (1990) and Donaldson (1978) to show that the primary teachers are doing a lot of things very well. Primary students are enthusiastic and spontaneous. The children are encouraged to explain, discover, and create. The differences between the above and below average achievers are small. At the grade three level, ESL students were observed as opting out of the intellectual activities and by grade four the lower achievers were losing ground. They were unable to handle the conceptual load. Dr. Johnson believes that the primary curriculum is conceptually light, which contributes to student difficulties in upper grades. Dr. Johnson listed the following as contributing to a conceptually light primary program.

Narrative Fiction

What is conceptual about narrative text? In primary years, the teachers read 95% narrative text and 5% expository text. The real world is the exact opposite. In teaching our students to model their writing after these narrative forms, we are actually teaching our students a low prestige, low power form of writing. Girls do especially well at narrative text and this does not prepare them for the business world. Primary teachers are having a terrible time writing their anecdotal reports and this, Dr. Johnson believes, is because they have not been taught expository writing.

Patterned Texts

What do patterned texts such as Brown Bear, Brown Bear really teach children? Do the children learn any new concepts? Teachers must balance narrative fiction with expository texts. When the teacher reads this story, he/she should next use an expository text on bears and have the children realize what is fact and what is fiction. There should be a 50% narrative/50% expository balance of materials in the primary curriculum.

Whole Class Discussion

Dr. Johnson and his students have found that teachers talk a minimum of 70% in any whole class discussion, asking questions that require short, fragmented answers. Four or five male students tend to dominate the remaining 30%. Teachers must organize classes so that all students talk and the teacher is the facilitator.

Freedom of Choice in Writing

Basically, girls write personal narrative over and over and over; boys write vicarious, violent action-type stories over and over and over. Where is the learning? Teachers must let children become users of the three most influential forms of writing—expository, argument, and persuasion. These forms of writing must become part of actual classroom situations. Thank you letters, or complaints to the principal regarding the condition of the play area, are examples of expository writing.

Journals

Journals tend to be written forms of 'show and tell'. The students quickly get into a repetitive writing pattern and the child repeats this pattern over and over and over. Where is the learning?

Thematic Units

Teachers have tended to throw out the old prepared units and replace them with 'whole language' prepared units, but they must also change the process as well as the materials.

Comprehension Questions

Teachers tend to ask questions that have short predetermined 'right' answers. They should provide controversial statements to the students, to generate discussion and original thinking. Worksheets are comprehension questions in written form. Where is the thinking and originality for the student?

Written Reports

Expository reporting is not done enough at the primary level. Children must learn to work from expository texts.

Where do teacher-librarians fit into this picture of the conceptually light curriculum?

Ten Questions to ask Ourselves

1. Teacher-librarians control, to a large extent, the materials that the teachers and students use. Have teacher-librarians provided a balanced fiction/non-fiction collection at all reading levels?
2. Are teacher-librarians aware of what constitutes a good expository text?
3. Do all the non-fiction books have good picture/text relationships?
4. Do the pictures give accurate information on their own, or can the non-reading child misinterpret the concept presented?
5. Is the information accurate?
6. Are the non-fiction books on animals anthropomorphic?
7. Are scientific concepts being presented as 'magic'?
8. Do teacher-librarians select expository books with sound authority?
9. Do teacher-librarians recognize the limits of print in trying to present three-dimensional objects, sounds or movement, and how this could confuse a child?
10. Are we advocates for the child to the publishers in demanding accurate texts at appropriate reading levels?

Dr. Johnson used numerous books to illustrate each of the above points. He showed us poor examples of each, and how the text could confuse a child and then he showed us what he considered good factual materials. He challenged us to look carefully at the expository materials that we as teacher-librarians select for our school library resource centre collections, and he challenged us to encourage teachers to use non-fiction materials across the primary curriculum.

EVALUATION: NEW FORMS IN THE MIRROR

Presenter: **DR. SHARON JEROSKI**, Research Director, Horizon Research and Evaluation Affiliates

Reporter: **GERALD SOON**, teacher-librarian, Heath Elementary, SD#37 (Delta).

Background of Presenter:

Dr. Sharon Jeroski received her Doctorate from UBC, in Language Education in Measurement and Research Methodology. Currently, she is Research Director of Horizon Research and Evaluation Affiliates in Vancouver. Dr. Jeroski co-worked on a Ministry document on "Thinking". This document is forthcoming. She is co-author of the Reading & Responding: Evaluation Resources for your classroom, series published by Nelson, Canada.

II. Overview:

Dr. Jeroski expanded our understanding of how evaluation and assessment can be done more powerfully than with traditional evaluative methods.

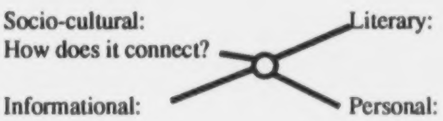
First, Dr. Jeroski maintained that evaluation and assessment should be purposeful and applicable to a student's learning. Evaluation and assessment should assist students in their learning.

Second, evaluation and assessment should be possible. Dr. Jeroski stressed that there should be a balance so that a teacher can work with children and be able to live, too. A question to ask oneself is, "Can I do this and still do the things I hold to be important?"

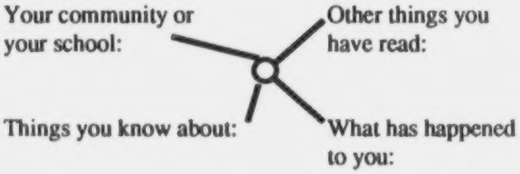
From her work on "Thinking" for the Ministry, Dr. Jeroski presented an impression of what a thoughtful learner looks like. There are four essential behaviours:

1. A thoughtful learner is QUESTIONING... Students pose and pursue their own questions according to their interests. Questions are bridges from what you know to what you don't know.
2. A thoughtful learner is MAKING CONNECTIONS... How do students make connections? Dr. Jeroski drew two webs: one elementary and one secondary, of how connections can be shown. There are four basic components to a web: literary, personal, informational, and socio-cultural.

SECONDARY:



ELEMENTARY:


Your community or your school:
Other things you have read:
Things you know about:
What has happened to you:

3. A thoughtful learner REPRESENTS ideas in many different ways.
4. A thoughtful learner REFLECTS and evaluates his or her own thinking.

In her presentation, Dr. Jeroski included a segment where in partners, the audience made predictions and formulated questions about two characters.

In the next part of Dr, Jeroski's presentation, The Wind Ghosts, by Terry Jones was shared and people wrote, sketched, webbed, or cartooned to show their understanding of the story. Dr. Jeroski asked the audience to consider what features or qualities the audience would look for if they collected the responses to assess them.

She stressed that she would look at how each person had responded. Could an individual defend or explain his or her thoughts?

Dr. Jeroski recommended working with a class so that they would know different strategies and criteria. She would also give the children the text of the story for self-checking. Structuring for success is the key. The teacher or teacher-librarian must begin with some support and modelling. Students should be taught the strategies that the teacher would give later as an assessment. Strategies taught would be reinforced through frequent, perhaps monthly practise so that the strategy becomes a part of the student's ability to show understanding.

Dr. Jeroski introduced a criterion-based rating scale that can be used to assess understanding of non-fiction, stories, and poetry:

For students 8 years old and up:

a) Powerful: Students do not always have to have powerful responses,

b) Accurate: Competent responses that are consistent and logical,

c) Partial: Responses where there are some inconsistencies, or

d) Undeveloped: Responses that are inconsistent or illogical.

For younger children between 5 and 8 years old, a development of independence is importance. Criteria would focus on responses indicating understanding that is either:

a) Powerful,

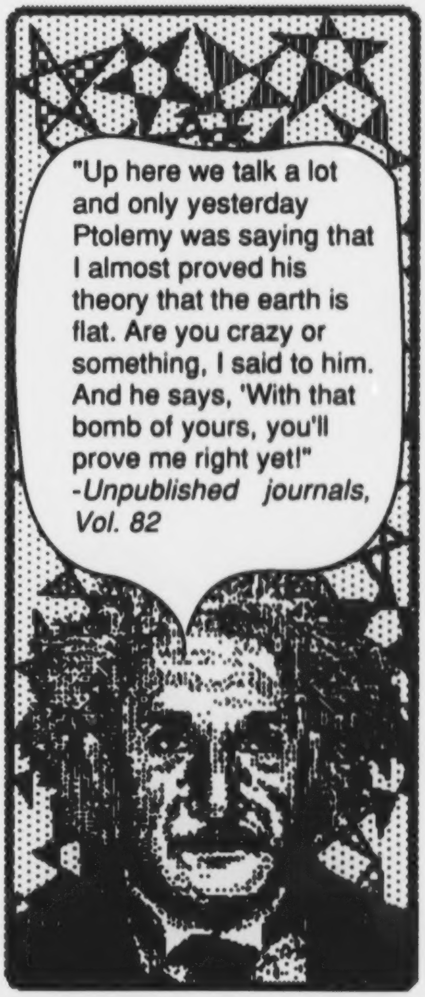
b) Developing, or

c) Supported.

Dr. Jeroski reminded the audience that there are many ways a child can show understanding and that assessment could be from assignments such as having a child write a note to someone in their family telling them their ideas and what they have learned. Illustrations in assignments can reveal a great deal about understanding and connections made.

Examples from Dr. Jeroski's presentation were from: Reading & Responding, by Jeroski, Brownlie, and Kaser. This series on evaluation resources for classrooms is published by Nelson Canada's School Division.

Dr. Jeroski's presentation affected her audience. We left with a better sense of how evaluation and assessment could and should be done.


"Up here we talk a lot and only yesterday Ptolemy was saying that I almost proved his theory that the earth is flat. Are you crazy or something, I said to him. And he says, 'With that bomb of yours, you'll prove me right yet!" *-Unpublished journals, Vol. 82*

APPLIED TECHNOLOGY IN A LIBRARY SETTING

Presenters: **LESLIE GAUDET**, teacher-librarian, **MARCEL LAROCHELLE**, principal, and **JEREMY MEHARG**, computer co-ordinator, Cariboo Hill Secondary School, SD#41 (Burnaby).

Reporter: **YOSKYL WEBB**, teacher-librarian, Sutherland Secondary School, SD #44 (North Vancouver).

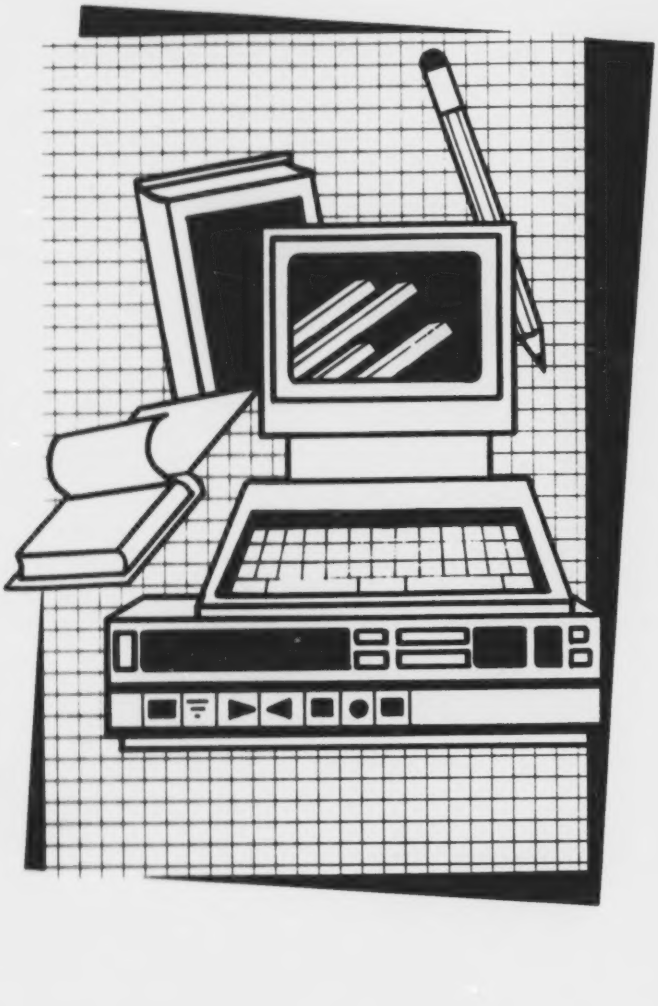
Marcel Larochelle, the principal at Cariboo Hill Secondary School, Burnaby, in association with his teacher-librarian, Leslie Gaudet, and computer co-ordinator, Jeremy Meharg, explained how, after receiving a mandate from the superintendent of the school district and after endorsement by the staff, modern technology has been integrated into the school right across the curriculum.

There are 110 personal computers in the school on a local area network, including the automated library catalogue on Columbia, Industrial Ed. CAD program, Business Ed. department, and the school office (although the students' records are not accessible to the students). Students can access most parts of the network from any of the terminals in the labs or library resource centre, which, from the point of view of the teacher-librarian, means that students can check the holdings without physically visiting the library.

The policy is to make the technology as accessible as possible to the student body, and little difficulty has been experienced with loss of resources. The students have taken ownership of the technology and protect it. "They have," as Marcel Larochelle explained, "learned the technology, and dragged the teachers along. The students manage the network and have nothing but time." No games are permitted, and there are enough educationally beneficial programs.

The presenters expanded upon the types of technology used at Cariboo Hill, with the help of a hand-out, which included information on CD ROM, such as the National Geographic Mammals, DiscPassage Shakespeare, and Magazine Article Summaries; computer software, such as PC Globe, and electronic atlas and yearbook, and X.Press, a wire news service which gives finance, sports, news, business, weather, etc.; and laser disc technology, a compendium of which can be obtained from Emerging Technology Consultants, P.O. Box 12444, St. Paul, MN 55112, U.SA.

The session was enhanced by display of some of the technology used in the school, and despite breakdown and delay, the enthusiasm of the three presenters was evidence of the success of one school's attempt to prepare students for their careers in the 21st century. An invitation was extended to the audience to visit the school site at mutually agreed times.



THE LIBRARY OF THE FUTURE: HIGH TECH, HIGH TOUCH AND HIGHER THOUGHT

Presenter: **MILT McCLAREN**, Associate Professor of Education, Simon Fraser University, Burnaby, BC.

Reporter: **ROBYN SMART**, teacher-librarian, Pedin Hill Elementary, SD#57 (Prince George).

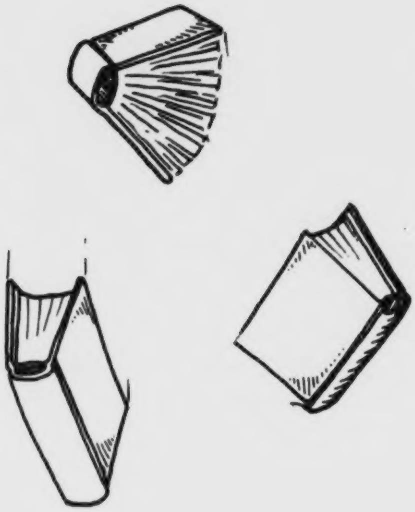
Dr. Milt McClaren's speech focused on the importance of the school library in 21st century education. He stated that the information explosion coupled with continued rapid advancements in technology, clearly demonstrated that school libraries have a major role to play in helping students to use technology in order to access, understand, and utilize the information needed to live and learn in the Information Age.

Dr. McClaren outlined a number of key roles for the school library resource centre of the future. The primary purpose of the school library should be the same as it is today: that is to make meaning from information. Certainly it is important to be able to access information, but if students cannot understand and use the information then it is useless to them. School libraries, with the teacher-librarian as a facilitator, have a pivotal role in this process. Information flow has always been thought of as linear or unidirectional, but Dr. McClaren pointed out that information exchange is really a two-way interactive system between the teacher and student; and the school library resource centre, indeed all libraries, are the gateways to this information exchange.

Another major role for the school library is to have students participate in the conversations of the culture. This includes what it is we need to know and what others in the past think of what we need to know. Students need to be introduced to the way our culture has tried to organize past cultural experiences or knowledge.

Dr. McClaren stressed that the school library resource centre of the future will be a virtual global library. By this he meant that students will be able to access the information resources of the world as if they were really there, without ever leaving their local school library. Students will be able to move around the world in information terms with the aid of technology.

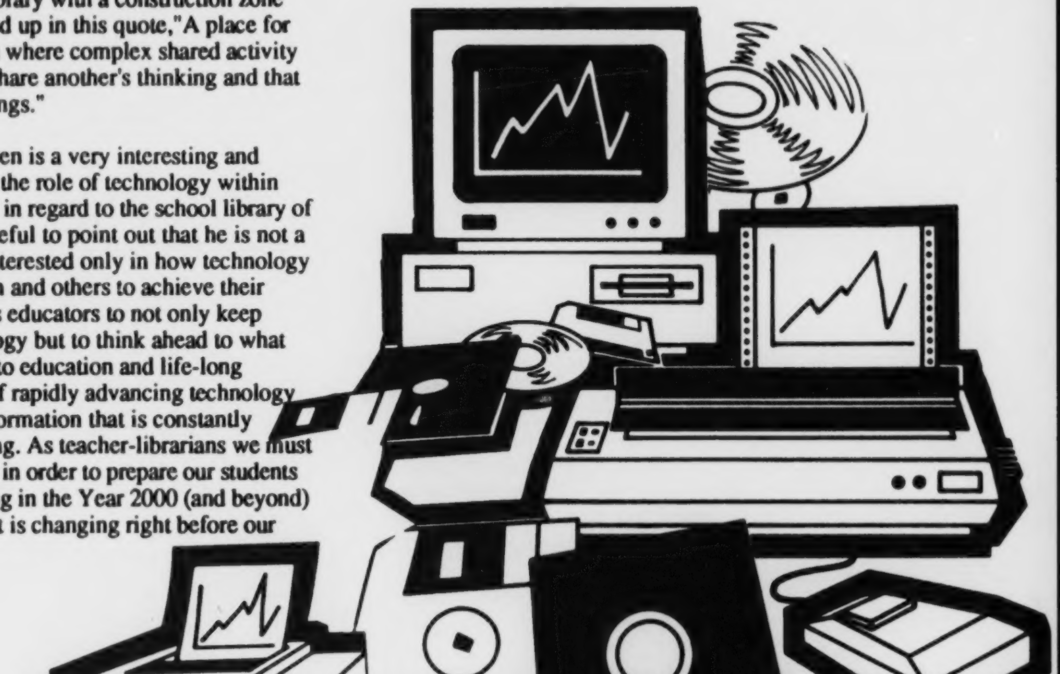
Another major role for the school library resource centre will be to provide students with direct participation in public forums and decision-making processes. He called this network "citizenship" or "virtual democracy." Along with this people will be empowered because they will be provided access to information resources that were once only available to governments, large corporations, and the military. In our future world, it will be much harder or even impossible to keep information locked up in a closet.



The last point that Dr. McClaren discussed was that the school library resource centre of the future would provide access to business information in a world in which information is a critical and strategic business resource.

Continuing advancements in technology will make school library resource centres vital components in the information exchange. Dr. McClaren did caution that we have to be careful that access to information doesn't become a barrier — available only to a few wealthy people. He stated that the central role of the library should be to democratize the library for all. The question, however, of money and who pays for what will need to be addressed. He equated the school library with a construction zone which can be summed up in this quote,"A place for the meeting of minds where complex shared activity allows one mind to share another's thinking and that provokes new meanings."

Dr. Milt McClaren is a very interesting and informed speaker on the role of technology within education, especially in regard to the school library of the future. He is careful to point out that he is not a technologist; he is interested only in how technology can usefully help him and others to achieve their goals. He challenges educators to not only keep current with technology but to think ahead to what the future will bring to education and life-long learning in this age of rapidly advancing technology and the reality of information that is constantly changing and evolving. As teacher-librarians we must face these challenges in order to prepare our students for living and working in the Year 2000 (and beyond) world — a world that is changing right before our eyes.



CREATING ENVIRONMENTS

Presenters: **CHUCK HEATH**, teacher-librarian, Ridgeway Elementary, SD#44 (North Vancouver, **JAN CLEMSON** and **MAUREEN BARON**, National Film Board, Vancouver, BC

Reporter: **VALERIE DARE**, teacher-librarian, Britannia Secondary School, SD#39 (Vancouver)

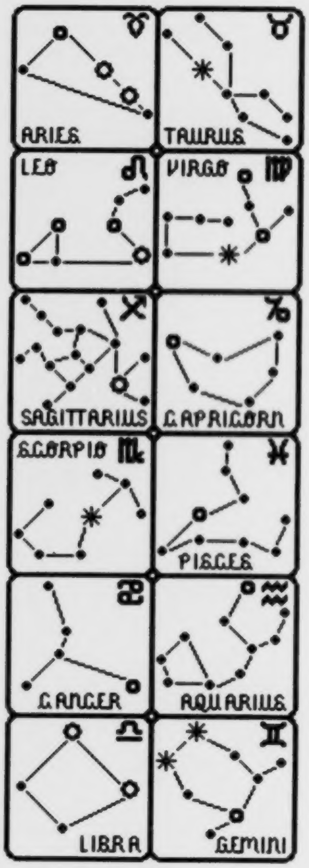
"Creating Environments" demonstrated the effective use of media to create positive learning opportunities for students, and while its focus was on elementary-age children, the information was equally appropriate for secondary students.

Chuck Heath described the learning environment of his library resource centre in a slide show and video presentation. A library of videocassettes and 16mm films supplementing the book collection is housed in a comfortable and welcoming facility. Chuck showed additional resources such as boxes of realia and related materials, similar to the theme boxes at Vancouver's Science World, and small animals that apartment-bound children can sign-out for the weekend. Finally, a student-produced video-cassette demonstrated students having both the opportunity and the technology to participate in their environment-- in this case a Sea Bus ride from the North Shore to Vancouver. The slides and video showed that Chuck Heath practices what he preaches when he says that "School libraries are playgrounds for curiosity."

The National Film Board was represented by two presenters. Maureen Baron, from the NFB's Multimedia Studio G in Montreal, showed A-V programs which extend the learning environment from the classroom into the home: Something in Common, a kit on conditions in the Third World countries, which was co-produced by the NFB and CIDA, and Government in Canada, a kit with four videocassettes introducing the Canadian political system.

Jan Clemson, from the NFB's Vancouver office, brought four new films. Journey of the Blob, a film in the Look Again series intended to support elementary science, humorously depicts the water cycle. From Flores, based on Ethel Wilson's tragic short story, is animation at its finest, while Mother Earth is a fast-paced feminist portrayal of the world. The enigmatic animated film Strings, reminiscent of Closed Monday, raised as many questions as it answered.

The presentations by Maureen and Jan reminded us that the National Film Board is a national treasure which deserves the continuing support of educators.



LEARNING STYLES IN THE MULTICULTURAL CLASSROOM

Presenter: **DR. ARTHUR J. MORE**, Assistant professor, Faculty of Education, UBC.

Reporter: **MARILYN HANNIS**, teacher-librarian, Maple Grove Elementary School, SD#39 (Vancouver).

Dr. More presented this workshop as part of the "Hidden Dimension" strand of workshop topics, and it provided the participants with much food for thought on how our students approach learning. An associate professor in the Department of Educational Psychology at UBC, Dr. More specializes in the relationship between learning and culture. He has worked in many communities throughout Canada developing and evaluating programs as well as doing field research on learning styles. Although Dr. More focuses on Native Indian learners, he also travels worldwide doing research and conducting workshops on learning styles.

In this workshop Dr. More did several activities with the participants to illustrate how we unconsciously use a variety of learning styles. He gives the following definition of learning style.

Learning style refers to the usual, or stronger, processes and settings an individual uses in learning. The cognitive processes include receiving, coding, organizing, structuring, understanding, storing and retrieving information. The settings include: a) instructional settings such as learning with the teacher or another adult or a peer, cooperation or competition, group or individual, formal or informal, and teacher-student relationship; b) physical settings such as time of day, desk arrangement, lighting, and temperature. Learning style may refer to the usual processes and settings the student uses when a choice is available. Learning style may also refer to the stronger, or more effective, processes and settings for that individual.

We, as classroom teachers and teacher-librarians, control the instructional setting and some aspects of the physical setting, so it is important for us to develop some knowledge about how our students learn. Dr. More identified **behavioural indicators of learning styles**.

1a. **Global**: Tends to understand best when overall concept is presented first; Learns best when an overview or introduction is emphasized; Needs to learn in a meaningful context; Is more able to fill in missing words, or parts of a story or explanation; Reading improves more from whole language, language experience, or sight words; Sees relationships easily; Functions are important to understanding.

1b. **Analytic** (sequential): Tends to learn better when learning task is presented in small parts and gradually built up to the whole; Learns best when information must be presented in careful sequence; Context is less important; Reading improves more from a phonetic approach.

2a. **Verbal**: Learns best from dictionary style definitions; Seldom explains using similes or metaphors; Learns labels easily; Remembers concepts better when labels are used; Uses verbal regulation of behavior more effectively; Codes information verbally rather than imaginally.

2b. **Imaginal**: Learns best from images (concrete or abstract), symbols, diagrams; Often explains difficult concepts using images or similes; Remembers better when an image, simile, or metaphor is used; Good at making up his/her own images but may have difficulty verbalizing them; Uses imaginal regulation of behavior; Codes information using images.

3a. **Concrete**: Learns best with support from materials that can be seen, touched or heard; Photographs rather than drawings are more helpful; Hands-on approach is more effective; Needs more examples; has difficulty separating the concept from the example: Concrete examples are better than abstract examples.

3b. **Abstract**: Does not need concrete as much; Picks up abstract concepts as readily as concrete concepts; needs fewer examples (remember that familiarity with, or relevance of, the concept will decrease the need for concrete examples).

4a. **Trial-Error-Feedback**: Prefers to respond quickly (knowing the answer may not be completely correct) expecting to learn from (teacher's) feedback to the response; Responds more impulsively but relies on feedback; Responds quickly but makes more errors; Usually gives the first answer that comes to mind without thinking it through completely (More confident students tend to use this more frequently).

4b. **Reflective** (Watch-then-do, Think-then-do, Listen-then-do): Learns better from repeated demonstration or from thinking through (reflecting on) the answer very carefully and completely, than from trial-error-feedback; Takes time to respond; Thinks the answer through first; Has fewer errors because it is thought through or watched carefully; Depends less on external feedback; Often appears to be daydreaming but when you check, find that he/she is thinking not daydreaming.

5. **Hearing, Seeing, Touching, Other**: Other may include taste, smell, spatial/perceptual.

If we become familiar with the above list we will be able to identify how different children in our class learn and respond to the delivery of our lessons. Dr. More gave us an example of some research conducted on Native Indian children in central B.C. Some of these children were tested as they entered school and it was found that the cognitive process most of them used when learning new material was a global style; it was also found that the usual style for instruction was analytical. After several years in school, these children were again tested and it was found that while they still learned best in a global style, they were attacking new concepts using an analytical approach and as a result were doing poorly. They were struggling with a learning style that did not suit their cognitive process.

How does this affect us as teacher-librarians? As the person in the school whose primary job it is to work with the processes of acquiring and using information it is important for us to familiarize ourselves with the behavioural indicators so that we can share the information with teachers during cooperative planning situations, interject different instructional settings when presenting material, and observe children closely to identify which cognitive processes they are using. We must also be aware that learning styles may vary depending on the nature of the learning task and the strengths and weaknesses of the learner. In general, North American culture puts more emphasis on verbal style than other cultures do.

The other important consideration is in the selection of learning materials. We can attempt to choose resources which represent a broad scope of learning styles. If we have students from another culture, it would be helpful to find out if there is a predominant learning style for that culture. This may vary with how long the child has been in Canada or how immersed he/she is in the Canadian culture.

Dr. More's session certainly opened up many new areas in this 'hidden dimension' of the learning environment.

FIRST NATIONS: LITERARY IMAGES

Presenters: moderator, **GERALDINE BOB** is a member of the Thompson People in BC, a graduate of the Native Indian Training Education Program at UBC and is employed as a native resource teacher by Burnaby School District.
LEE MARACLE is author of Bobbi Lee, I am Woman, Lien, Linked Alive, and Sojourner's Truth. Her latest book, Sun Dogs, will be published in the fall of 1991. She received a creative writing degree from the University of Victoria and is a part-time writer-in-residence at En'owkin School of Writing, Penticton.
LORNY METCHOOYEAH is a Dene Tha' storyteller and writer from Assumption, Alberta.
GREG YOUNG-ING is a writer of poetry whose works have been published in Seventh Generation and Gatherings. He obtained a master's degree in Canadian Studies from Carlton University and is a part-time writer-in-residence at En'owkin School of Writing.

Reporter: **DOROTHY DAY**, Killarney Secondary School, SD#39 (Vancouver).

These four First Nations representatives spoke on a diversity of topics relating to literature and its impact upon members of our community. Although in this session the topics were specific to First Nations people, in a more general sense the ideas, beliefs and values are indispensable to developing sensitive human relationships in our multi-ethnic society.

Geraldine Bob began by illustrating some cultural differences which can cause difficulties for First Nations children in the classroom. One of the solutions could be to use literature that portrays First Nations people in a positive manner. This type of literature can assist students to retain and/or reclaim a strong self image. On the other hand, children who are confused about their identity can and will be harmed by a poor choice of books.

Ms. Bob mentioned two books which in her opinion represent the type of material written with the best of intentions but, because of their lack of understanding of the First Nations culture, contribute to erroneous impressions regarding native society. In the book False Face, the Iroquois mask which is central to the story is portrayed as evil and threatening when in actual fact this mask has a positive connotation in the Iroquois culture. Another book mentioned, The Indian in the Cupboard, portrays First Nations people in a demeaning fashion. This type of literature is damaging to a child's self esteem and negates any sense of empowerment.

Using Books Without Bias, Through Indian Eyes, as a resource, Ms. Bob proceeded to recount various negative portrayals of native people. Such examples included references to the 'ferocious savage', the 'noble savage', and a more recent stereotype, the 'militant Indian'. Examples of tokenism and stereotypical dialogue were also discussed.

Ms. Bob concluded her address by affirming her belief in appropriately chosen literature as a means of encouraging the positive growth and development of First Nations children. In order to assist participants in choosing this type of literature Ms. Bob agreed to mail a list of recommended materials to any interested individuals. Another source of information for recommended materials is: Resource Reading List, 1991: An Annotated Bibliography of Resources by and About Native People. This work was compiled by Pat McDowell and Catherine Verrall in consultation with Keeshig-Tobias and published by the Canadian Alliance in Solidarity with Native Peoples, P.O. Box 574, Station P, Toronto, Ontario, M5S 2T1.

The second presenter, Lorny Metchooyeah, provided insight into the history and background of the native oral tradition. As a youngster, Lorny went to his grandfather's house to listen to stories. These gatherings were a time for social interaction between people, and provided a forum for the exchange of ideas. One of the results of a lack of interest in native culture during the mid-century, was a drifting away of the people which left no audience for the storyteller. The recent resurgence of interest in the oral tradition has led to the examination of native vocabulary. This also provided an impetus to teach children the literary heritage of their culture. The resulting language program provided a vehicle to enhance understanding between the elders and the younger generation. It also became part of a larger objective—to reach children through music and storytelling in order to counteract fixed negative concepts regarding Native Peoples.

The third presenter, Greg Young-Ing, gave the audience information about Theytis Books, a First Nations company located in Penticton, B.C., which publishes material written by native authors. Greg spoke of the reams of research being completed about natives by non-natives and he referred to this phenomenon as "cultural appropriation". He indicated Native People should be given the opportunity to speak and write for themselves.

Lee Maracle expressed the belief that her personal journey towards growth and understanding of herself and others is similar to the direction necessary for both cultures to travel. A member of the audience commented that many of us were at a loss to know the appropriate words to use when speaking of Ms. Maracle's nation. Another member of the session asked, "Yes, what do we call you?" Lee answered, "What do you call me? Call me by my name. In time we will get to know each other as we travel on our separate and yet linked journeys. In time the language and literature indicating negative connotations will disappear. We will come to an understanding and so Bridge the Millennium."

original station design by Charles Willie, Alert Bay, B.C.

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LITERATURE IN TRANSLATION

Presenter: **JOAN SMYTHE**, teacher, SD#39 (Vancouver).

Reporter: **LIZ GOWAN**, teacher-librarian, Aubrey Elementary School, SD#41 (Burnaby).

Joan Smythe works for the Vancouver School Board teaching English Language Arts to French Immersion students. Previously she was teacher-librarian at Hastings Elementary School, a French Immersion school. Joan has an obvious love of literature and has been very active in the International Reading Association.

Smythe discussed different techniques and approaches to stories in a literature-based reading program. Drawing on her knowledge of books that are available in English and in French, she demonstrated numerous strategies that children may be taught to use in analyzing literature and to demonstrate their understanding of their reading. She distributed a handout which contained a bibliography of French picture books that are translations of excellent English titles. She also showed several reporting strategies she had used successfully with particular stories. Examples were given of discussion webs, a sequencing activity, a circular voyage, and a 'home is best' worksheet. She also shared some professional books she has used for inspiration and in developing lessons.

Smythe's workshop provided useful tools for teacher-librarians to use in literature-based programs.

DEVELOPING THOUGHTFUL RESEARCHERS: STRATEGIES FOR STUDENTS INVOLVED IN INQUIRY

Presenter: **FAYE BROWNLIE,** educational consultant, Vancouver.

Reporter: **AVRIL WARREN,** SD#61 (Greater Victoria).

In this hands-on presentation at Whistler, Faye Brownlie had a large group of enthusiastic participants work through a sequence of thinking strategies which she and teacher-librarians have been using cooperatively with students. Throughout the morning she emphasized the process of decision making and how teachers can help students become critical thinkers. She did not go into the research process per se.

As a startup exercise we listed items in and around our homes that are important to us and that reflect the person we think we are. Still working individually we, the students, jotted down what these items said about us. The list of items was then passed to a second "student" and then to a third; each in turn had to fill in a column headed "What Others Say About Me", solely on the basis of the given items.

The exercise caused much hilarity and good humour. Brownlie had demonstrated that this was a non-threatening way to link personal experience with the research that was to follow.

Before continuing with the next activity, she debriefs the students and talks about the process. "How can we use this information? What is important about gathering this information? How do different people interpret the same facts? Were you surprised at what the others said? Would you choose the items differently if you did the exercise a second time? "

The goal is to make the research meaningful to the students, so that the end result is not just a gathering of facts but an interpretation of the material. Students are encouraged to talk to one another about the process in their small groups. Brownlie stressed that the teacher and teacher-librarian should constantly be working towards making the student a good group member, who respects the other members.

The second time the students meet they are asked to do a similar exercise, but this time connected to a story. As the teacher-librarian reads a short selection to the class, students jot down items that will form a concrete basis with which to build a character sketch and a description of the lifestyle of one or several of the characters.

First students collect concrete data, and then in small groups collaborate to make inferences.

The book Brownlie used to demonstrate this exercise was The Weaving of a Dream, by Marilee Heyer (published by Viking-Kestrel, ISBN 0 670 80555 6).

As she works with a class, Brownlie talks about how we think and our ways of knowing. She asks questions such as "What's an easy way for you to learn? Do you get pictures in your mind when you hear or read something?"

Another exercise that we worked on was "(A) Recipe (for) Building Characters" (see example at the end of the report). Although this could be used in a literature assignment, Brownlie uses this as yet another entry into meaningful data gathering and inference.

Brownlie talked about different learning styles. She likes to keep Marzano's model Tactics for Thinking in her mental back pocket, so that she will ask questions that address the four main learning styles: the senses, images, emotions and language. She talks to kids about their different ways of learning. "Could you picture this person's home? Could you feel the brocade?"

She stressed that we should be asking ourselves and our students such questions as: "How does this fit in? Which works best? What do you do to adjust? How can I adjust?" And students have to be made aware that in certain cases the research determines the approach and cannot be changed.

Brownlie recommends the use of both fact and fiction as entries into research. She discussed how she has used collaborative summaries coming from factual sources. Her example was a unit on immigration patterns, for which she uses pictures of Scotland for the factual note-taking and inference writing. As a next step, students are asked how they can go about finding more information, while building on what they already know. What questions will they have to ask? How do the questions change as they find out more?

During the presentation, Brownlie touched on a wealth of other techniques. I particularly enjoyed her "three big ideas" approach with students and how the individual will present these ideas to the group and how this is developed into powerful writing. See below her "Overview of Collaborative Summaries" which outlines the mechanics of the research.

At the end of the morning I was eager to hear more. A worthwhile purchase would be her books: Reaching for Higher Thought, by Brownlie, Close, Wingren, Edmonton, Alberta: Arnold Publishing, 1988, and Tomorrow's Classroom Today, by Brownlie, Close, Wingren, Markham, Ontario: Pembroke Publishers, 1990 (Also available from Scholastic Canada, and Heinemann, USA.)

RECIPE: BUILDING CHARACTERS

1. Choose 10 to 12 sentences or groups of sentences which focus on two characters to excerpt from a story. These can be direct speech, description, or narration.
2. Distribute these sentences to the students, one sheet per cooperative group of three students.
3. Instruct students to sort the sentences into two groups, one per character, and to use the information in these sentences to predict what they know about the two characters.
4. Allow about 15 minutes for the sorting and predicting.
5. Cluster this character information into two characters.
6. Compare how students have grouped the sentences by having them explain their reasoning and their evidence.
7. Individually, in their learning logs, have students reflect on what they noticed about their thinking and the connections they made in this part of the strategy.
8. Orally share predictions as to what will happen in the story.
9. Read the text.
10. Compare the author's version with the students' predictions.

EARLY PRIMARY VERSION

1. Gather the students into a group around you.
2. Show an artifact of the main character in the book and have the children predict who might own this article, what he/she might be like, and how this article might be used in the story.
3. Show two or three more articles of the same character and encourage the predictions.
4. Have the children choose partners.
5. Distribute a picture of the character to each partnership and have them cluster what they know about the character around the picture.
6. Share the clusters with the class.
7. Have the partners tell a story about this character.
8. In the story-telling corner, have several children share their stories.
9. Read the author's version of the story.
10. Demonstrate an understanding of the story.

CHARACTER GRAB BAGS: RECIPE

1. Put five or six artifacts of a character into a 'grab bag'.
2. Arrange students in cooperative groups of three or four.

3. Have students cluster as to whom this character might be and what his life is like, for ten minutes.

4. Individually, students write the character's story.

5. Share some of the drafts.

6. The audience listens for artful use of the artifacts in the story and examples of language which shows rather than tells.

7. Alternatively, after the students have clustered, they move as a group to another 'grab bag', leaving behind their group cluster, and build on the ideas left by the other group.

8. When students have returned to their original 'grab bag', they draft a story.

Adapted from Tomorrow's Classroom Today, by Brownlie, Close and Wingren. (1990) Pembroke. Available also from Scholastic, and Heinemann, USA and Australia.

OVERVIEW OF COLLABORATIVE SUMMARIES

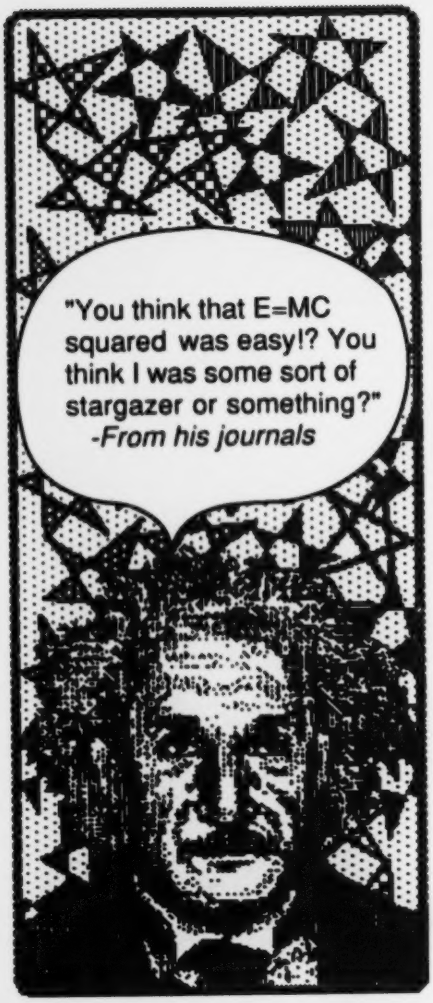
1. Individual students represent three to five important ideas.

2. Students are paired to share each other's big ideas and reach consensus on three to five.

3. Students may move into fours, then eights to continue negotiating the big ideas. Alternatively they might collaboratively generate a summary after negotiating in pairs. Drafts are read and students listen for what makes a powerful summary—a summary that captures the big ideas in uniquely satisfying ways. Criteria for powerful/superior summaries is recorded.

4. Students individually represent their big ideas a second time and individually write a summary.

5. Students self-assess, based on developing criteria, setting goals for subsequent writing.


"You think that E=MC squared was easy!? You think I was some sort of stargazer or something?"
-From his journals

READY? FOR WHAT?

Presenter: **DR. TOM BRYANT**, president of the Canadian Centre for Creative Technology, Waterloo, ON.

Reporter: **YOSKYL WEBB**, teacher-librarian, Sutherland Secondary School, SD#44 (North Vancouver).

Tom Bryant, as opening speaker of the Bridging the Millennium Conference, set teacher-librarians a challent to be in the vanguard of the information revolution. He perceives that teacher-librarians have the opportunity to take a leadership role in these times of changing technology and changing workplace, and that they must play a definitive role in nurturing students to fully constructive adulthood, where they can be "productive participants in the economy." The demands to provide 99.999% quality control is as real in education as it is in industry and teacher-librarians as educators should be "not just satisfying but delighting" students in the learning process. Bryant has a deep concern that we are still teaching to the 1900s assembly-line economy, rather than preparing students for the next millennium, when less that 15% of the work force will be engaged in automator operations. He sees teacher-librarians at the senior management level of the company - Chief Information Officers or C.I.Os.(This term was bandied about in subsequent sessions I attended, both in good and bad connotations, and sparked much debate!) He sees teacher-librarians as handlers of information, not just cataloguers, but he believes we must be concerned about the quality of information we handle and the use to which it is put.

Bryant outlined the rapid changtes that are taking place in industry, citing the Apple/IBM liaison as an exciting step into the future, when barriers to information access will be lowered, and communication will be user-based on a multi-media level .

He challenged us to be bold in our approach to the management of the volume and quality of information which will be handled in the future, and to be flexible enough to encourage students to drive their own education in preparation for their economic, political, social and moral rolein adulthood. Bryant warned us that technology was only a tool and that we must take the initiative to ensure that the qualit of our product - the educatied student - was if the highest order in preparation for meeting the technological changes of the next century.

Libraries: Making Connections

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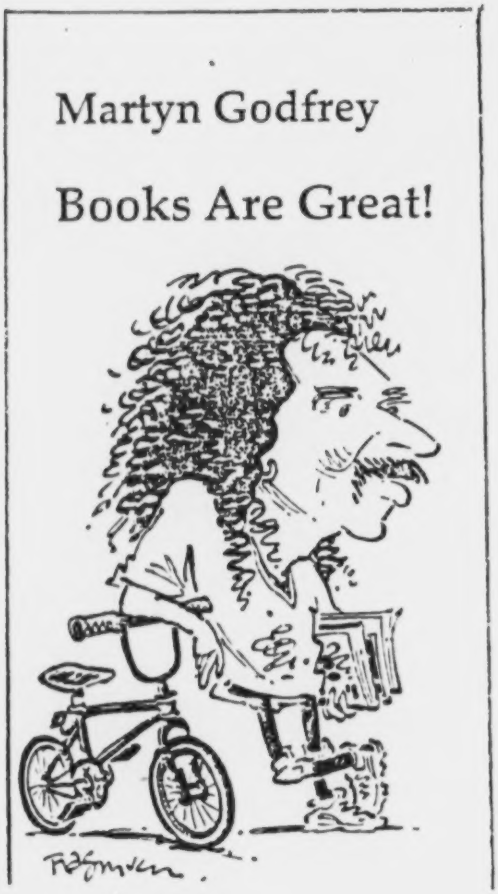
MAKING CONNECTIONS

HOW DO YOU SPELL UFO?

Presenter: **MARTYN GODFREY**

Reporter: **MERCEDES SMITH**, teacher-librarian, J. T. Brown Elementary, SD#36 (Surrey).



If it hadn't been for one of his students, Martyn Godfrey would probably still be teaching junior high, and based on his presentation, if he should tire of being a writer, he might find success as a stand-up comic.

Martyn Godfrey was born in England in 1949. While still in elementary school he moved with his parents to Toronto where he finished high school and graduated from the University of Toronto in History and English. He took his teacher training and then taught in various places from Ontario to Alberta.

It was while teaching in Alberta that a student, Tom Baker, a "reluctant learner" in one of his grade seven classes was responsible for Godfrey's first foray into writing. It seems Tom had no interests and did almost nothing until one day, after seeing three science fiction movies, he was moved to ask for a science fiction **book**. Unfortunately, a trip to the school library resource centre proved fruitless. During the next regular creative writing period Tom remarked that it semed unfair that Godfrey marked papers while the students had to write, and suggested that Godfrey write a space story for Tom to read. A deal was struck, and after three weeks Godfrey presented Tom with a seven page story about a boy named Tom who went to school on another planet.

Several days later, when the Scholastic book club flyer arrived, Tom suggested that the seven-page story be sent in for publication. Another deal was struck. Godfrey would send in the story if Tom wrote an accompanying letter. Scholastic replied to both, expressing thanks for the "first chapter" and asking for more! When Godrey confessed that there was no more, Tom and a delegation of classmates said they'd help him "make it longer." After several weeks, they sent in "The Day the Sky Exploded." Several months later it was published as The Vandarian Incident (1981). Tom said the title sounded like a disease, and Godfrey was less than pleased, but unfortunately he had signed away all rights to control over the title and design. After ten reprints, the book has now come out with its original title.

His next attempt, Alien War Games, was finally published after three rejections, 36 months and over 2000 pages of rewrites. However, the title remained unchanged!

Following that, came Here She Is, Miss Teeny Wonderful. It was written after one of his students said, "Guess what, Mr. Godfrey, I'm a three canner." This was in reference to the popular sport of jumping bikes over garbage cans. Godfrey told us that he got many ideas for his books from actual incidents in his students' lives — Kevin, who timed the class flouride rinse and suggested they pass their cups to the next person and do it all over again (in grade seven) and in grade eight, put a raisin up his nose to impress a table of girls at lunch. He also uses the names of kids who write him letters, for the names of his characters—

Wally Stutzgummer wrote the first fan letter. The title for his conference session is a direct quote from a student he once had in grade five.

His newest book, There's a Cow in My Pool, was co-written with author Frank O'Keeffe and is a sequel to O'Keeffe's first book, Guppy Love. The title is based on an actual incident at O'Keeffe's ranch. O'Keeffe was having trouble with the manuscript and sent the disk to Godfrey who "filled in around it."

As someone who has worked with kids, Godfrey knows the importance of "user friendly" looking books and continually reminds the publishers of this requirement. Also desirable is a price under $5.00 and a size that fits the standard book rack. To compete with the Baby-sitters' Club et al, he convinced Scholastic to reissue the "Ms Teeny's" as the "Carol and Wally" series, with new cover designs. Unlike several other people in the industry, Godfrey believes that the market in children's publishing has peaked, that it will only get more competitive, and that economics will become the driving force, rather than love of literature.

As well as writing books for kids, Godfrey has branched out into scriptwriting for video, TV and radio. He has been writing full-time since 1985 when he quit teaching but he still goes into classrooms to test his stories. He thinks of himself as a writer rather than an author and his main motive is still to "get kids hooked on reading." With that in mind, he has started an "I Love to Read Club" which sends "a newsletter full of exciting info about books...the hot new stories by all your favourite authors" and various other paraphernalia for a $5.00 membership fee. He also enjoys speaking in schools and would be a hit in any classroom, I'm sure.

Here's where to write: Martyn Godfrey's I LOVE TO READ CLUB, c/o Scholastic Canada, 123 Newkirk Road, Richmond Hill, Ontario L4C 3G5, or to contact Mr. Godfrey re a school visit: c/o Joanne Kellock, Literary Agent, 11017 - 80 Avenue, Edmonton, Alberta T6G 0R2, or phone (403) 433-0274.

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Baseball Crazy. When Brent wins the job as special batboy with the Toronto Blue Jays, he falls headfirst into an exciting and humorous mystery. (upper elem/jr high). Lorimer, 1987.

Break Out. Kurt messed up and now he finds himself in a Young Offenders' Camp for six months. But living behind a fence is not his idea of a good time. Kurt has plans for a much shorter stay. (upper elem/jr. high). Collier-Macmillan, Series Canada, 1988.

Can You Teach Me to Pick My Nose? Jordy moves to California and meets the girl of his dreams. She' s attracted to guys with skateboards and Jordy enters a skateboarding contest in order to impress her. There's only one problem — he's never been on a skateboard in his life. A zany story that's full of laughs. (upper elem/jr high). Avon Books, 1990.

Fire! Fire! Deea and Good Boy discover that the forest fire they are fighting has turned into four walls of flame. And they're trapped in the middle. (upper elem/jr high). Collier-Macmillan, Series Canada, 1985.

Here She is Ms Teeny-Wonderful. "Tough bike-jumping Carol is actually going to be in a beauty contest and wear a dress?" Carol's friend Wally is amazed by the news that her mother has entered Carol in the Ms Teeny-Wonderful contest. Carol can't believe it either. How could her mother do this to her? (upper elem/jr high). Scholastic/TAB, 1985. [Winner, 1986 University of Lethbridge Best childrens' Book Award. Canadian Childrens' Book Centre Our Choice Award.]

I Spent my Summer Vacation Kidnapped into Space. A humorous science fiction novel about two young teenagers who are captured by hunters from an alien circus. Inter-planetary intrique is the result. (upper elem/jr high). Scholastic/TAB, 1990.

Ice Hawk. Kevin is his hockey team's goon and he's proud of his toughness. But there are limits to how tough you have to be, aren't there? (upper elem/jr high). Collier-Macmillan, Series Canada, 1987.

In the Time of the Monsters. Cutler and Sandra are two kids born after the arrival of the Monsters. They're part of a handful of humans who survive behind the protection of an electrified fence. In daylight, when the Monsters sleep, the teenagers journey into the ruins to try to destroy the Monsters. (jr high/sr high). Collier-Macmillan, Series 2000, 1989.

Is it O.K. If This Monster Stays for Lunch? Megan likes the playground across the street because of all her unusual friends who play there. But how come her family won't let her weird and wacky friends stay for lunch? Oxford (Toronto), 1991.

It Isn't Easy Being Ms Teeny-Wonderful. In the exciting and humorous sequel to Here she is Ms Teeny-Wonderful, Carol must teach the bratty eight-year-old son of a rich tycoon how to jump garbage cans on his BMX. The lesson almost ends in disaster. Scholastic/TAB, 1987. (upper elem/jr high). [Canadian Children's Book Centre Our Choice Award]

It Seemed Like a Good Idea at the Time. Michael is eager to work for the school newspaper. When Donnie suggests that he dress as a girl in order to get a terrific story, Michael finds himself in the middle of an hilarious mess. (upper elem/jr high). Tree Frog, 1987. [Canadian Children's Book Centre Our Choice Award]

More than Weird. Cory is stunned when he sees Susie for the first time. She's too beautiful to believe. Imagine his shock when Susie tells him that she's a robot. (jr high/sr high). Collier-Macmillan, Series 2000, 1987.

Mystery in the Frozen Lands. In 1847, the 129 men and two ships of the third Franklin Expedition vanished without a trace in the Canadian Arctic. Forty search expeditions and 10 years later, the mystery was still unsolved. But in 1857, fourteen-year-old Peter Griffin, ship's boy on the 'Fox' finally unravels the mystery in the frozen lands. (upper elem/jr high). Lorimer, 1988.

[Winner Geoffrey Bilson Award for Young Adult Historical Fiction, 1989 Canadian Children's Book Centre Our Choice Award]

Plan B is Total Panic. Nicholas is a self-confessed wimp. So what is he doing deep in the Alberta bush hunting a grizzly bear? (upper elem/jr high). Lorimer, 1986.
[Canadian Children's Book Centre Our Choice Award]

Rebel Yell. SC is having a rough first day of school. He's placed in the wrong class, his girlfriend has found somebody new. And then Willy Boy pulls something incredibly stupid...and dangerous. (jr high). Collier-Macmillan, Series Canada, 1987.

Send in Ms Teeny-Wonderful. The third story in the Teeny-Wonderful series finds Carol running afoul of her old enemies, the Campbell twins. To make matters worse, she and Wally find themselves in the middle of a royal kidnapping plot. (upper elem/jr high). Scholastic/TAB, 1988. [Canadian Children's Book Centre Our choice Award]

Spin Out. Marc is just taking his '57 Chevy for a cruise. But he was driving on a highway filled with terror. (upper elem/jr high). Collier-Macmillan, 1984. [Canadian Children's Book Centre Our Choice Award]

The Beast. When Kelly and Roger go rabbit hunting, they discover that they're the ones being hunted — by The Beast! (upper elem/jr high). Collier-Macmillan, Series Canada, 1984. [Canadian Children's Book Centre Our Choice Award]

The Great Science Fair Disaster. Marci has a problem. Her father is principal of Fifth Street School. That's where she goes for seventh grade. It's embarrassing when her dad is always thinking of great ideas that go terribly wrong. When he announces the first-ever school science fair, Marci is certain disaster will follow. And she's right. (upper elem/jr high). Scholastic/TAB, 1991.

The Last War. Brad was one of the lucky ones. He survived the bomb. But then he meets Angel, who shows him the price of surviving the last war. (jr high/sr high). Collier-Macmillan, Series 2000, 1987. [Canadian Childrens' Book Centre Our Choice Award]

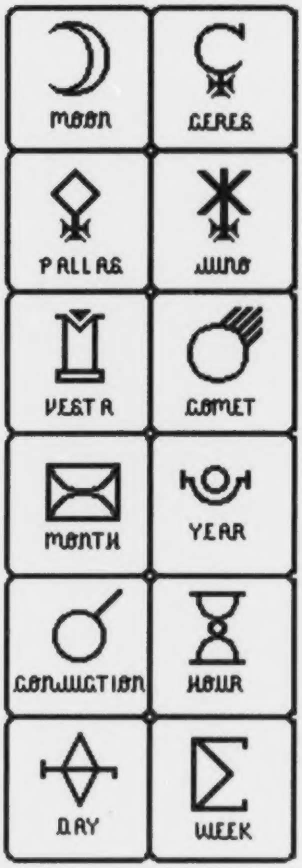
There's a Cow in My Pool (Co-written with Frank O'Keeffe). Nicole's mom has been a widow for four years and has decided to remarry—Nicole's ex-fifth grade teacher, Mr. Morgan! Nicole isn't sure she likes the idea. To show how upset she is, she decides to have a pool party at her home without permission. The party quickly turns into an hilarious disaster. (upper elem/jr high). Scholastic/TAB, 1991.

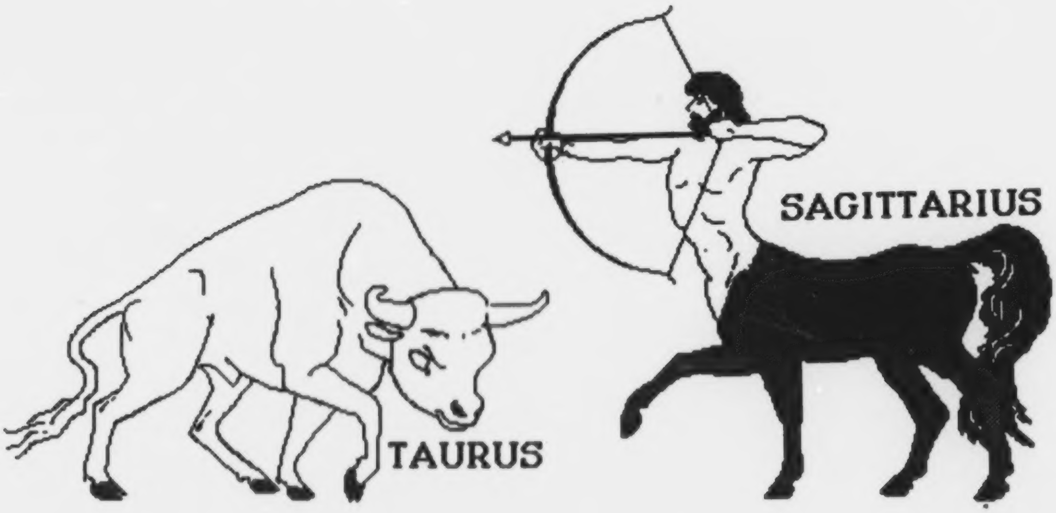
The Vandarian Incident. Tyler and Selbe are the only survivors of a Vandar attack. And they have to find a way onto the Vandarian spaceship to try to save the Galaxy Union. (upper elem/jr high). Scholastic/TAB, 1981. [Canadian Children's Book Centre Our Choice Award]

Wally Stutzgummer, Super Bad Dude. Wally Stutzgummer of Teeny-Wonderful fame takes an after-school job at the local comic shop. The job quickly turns into a super-adventure when a mint condition Batman #1 appears in the store. Meanwhile, Wally's friendship with Carol will fall apart unless he can defeat Krazy Kurt in a cross-country mountain bike race. (upper elem/jr high). Scholastic/TAB, 1991.

Why Just Me?. Now that Shannon is in grade seven, everything is changing really quickly. And she isn't happy about it. Shannon doesn't like her changing physical appearance. Or the different ways her friends and family are acting. She doesn't even like the way the school administrators are treating her favourite teacher, Mr. Manning. Everything is such a mess. A funny-serious novel about the perils of puberty. (upper elem/jr high). McClelland, 1989.

Wild Night. Tony is looking for a quiet shift at the 7-Eleven store. But what happens after midnight is just the start of a Wild Night. (upper elem/jr high). Collier-Macmillan, Series Canda, 1987. [Canadian Children's Book Centre Our Choice Award]





ANSWER TO ARTHUR BLACK

During Arthur Black's side-splittingly funny Friday Night Banquet speech, he claimed that there were very few teacher-librarian jokes due to the strange hybrid nature of our jobs. What a challenge! Before the event was over, several clever teacher-librarians rose to the occasion and came up with the following jokes—based on the content of his speech.

How many teacher-librarians does it take to change a lightbulb?

Twenty-six, and they do it in alphabetical order.

How many teacher-librarians does it take to change a lightbulb?

I don't know—but I can look it up!

Why would a teacher-librarian change a lightbulb?

Because it was long overdue.

How often does a teacher-librarian change a lightbulb?

Periodically.

What does a teacher-librarian do with the changed lightbulb?

Files it.

What does a teacher-librarian look like after she changes a lightbulb?

Never mind—let's shelve that one.

Would a teacher-librarian ever sit around in a small windowless room, wear earmuffs and talk into a metal-jacketed ice-cream cone?

No, but it's a novel idea!

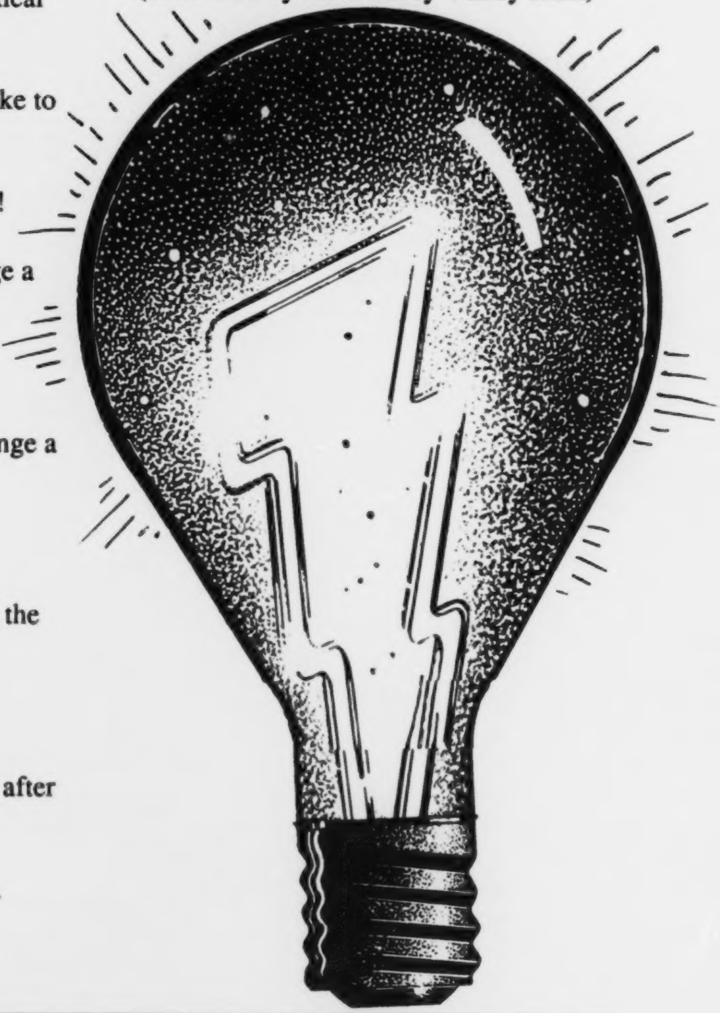
How do teacher-librarians and hog callers differ?

Teacher-librarians call numbers.

What is the teacher-librarian's favourite cartoon character?

Dewey Duck.

(submitted by the Bulkley Valley team)



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Amelia Read-In

A CSLA TELECONFERENCE

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PARTICIPATE IN

- a **hands-on examination** of all picture books nominated for the 1992 Amelia Frances Howard-Gibbon Award
- developing a short-list and selecting a "winning" title
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TELECONFERENCE FACILITATOR

DR. DAVE JENKINSON is the originator of the **Amelia Read-In.** *He is a Director of the Canadian Children's Book Centre and a teacher of children's and young adult literature at the Faculty of Education, University of Manitoba.*

Date: *Saturday, April 11, 1992* **Time:** *10:30 a.m.* CST *- 4 p.m.* CST **Sites:** *to be announced*

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IMPLEMENTING CHANGE: A COLLABORATIVE APPROACH

Presenters: **LIZ AUSTROM**, district principal, SD#39 (Vancouver) and **PATRICIA SHIELDS**, principal, Southlands Elementary School, SD#39 (Vancouver).

Reporter: **BRIGITTE KNOEPEL**, teacher-librarian, Hugh Boyd Secondary School, SD#38 (Richmond).

The focus of the session was the Concerns-Based Adoption Model (C-BAM) for implementing innovation. The format of this workshop was very participatory in nature. Information was briefly presented and then the participants were involved in many activities ranging from small group discussions to personal reflective thinking and action planning. Sub-topics included the process of change, an examination of the role of the teacher-librarian, development of self-analysis skills, and the creation of a personal action plan related to curriculum change and professional goals in individual situations.

Most of the workshop time was spent discussing the transition from the seven stages of concern regarding the implementation of any innovative change to the actual critical components in promoting collaboration to effect the change. The eight critical components in promoting collaboration that were presented and then discussed included:

1. Support administrators in their attempts to develop interactive professionalism.
2. Include responsibilities outside the classroom.
3. Be involved in projects.
4. Emphasize team planning and teaching.
5. Reflect on, and about action.
6. Develop a risk taking mentality
7. Use effective communication strategies
8. Commit to continuous improvement and perpetual learning.

Discussion groups were assigned to each component and brainstormed practical methods and strategies through which each could be supported or accomplished by the teacher-librarian in a school setting. A "carousel" activity sent the resulting lists to the next group which then added their own ideas, until each group discussed and contributed to each of the components. This is a most worthwhile and stimulating strategy that can be used in classrooms for any number of purposes, especially when a number of points need to be discussed.

Handouts included a workshop outline, stated goals for the workshop and a very useful bibliography. There was also a handout detailing the "Stages of Concern" faced when implementing an innovative resource centre program. An additional handout detailed the critical components in promoting collaboration in a Concerns-Based Adoption model for innovation configuration. Finally a planning sheet to detail a personal action plan was distributed.

Three items from the **Bibliography** were stressed as being particularly useful and/or stimulating reading: - What's worth fighting for: Working together for your school (Fullan & Hargreaves, OISE, 1991); The reflective practitioner (Shone); and Taking charge of change (Hord, et al, ASCD, 1987).

STAGES OF CONCERN

Since most teacher-librarians have experienced the effects of implementing an innovative resource centre program, we have already faced many anxieties or concerns related to implementation. This second aspect of the Concerns-Based Adoption Model acknowledges and examines the affective dimension of innovation. In other words, how do teachers feel when they are involved in the process of change? Within this aspect of the model, seven "Stages of Concern" or typical reactions to an innovation are identified. Not only do individuals go through stages in their skill and sophistication of use, but they also go through stages in their affective orientation to the proposed change. The seven "Stages of Concern" are as follows:

0. Awareness
   Little concern about or involvement with the innovation is indicated by the individual. "I am not concerned about it."

1. Informational
   General awareness of the innovation and

interest in learning more detail about it is shown. There is worry expressed about his/her relationship to the innovation. There is selfless interest in substantive aspects of the innovation, such as general characteristics, effects, and requirements for use. "I would like to know more about it."

2. Personal
Individual is uncertain about the demands of the innovation, his/her ability to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected. "How will using it affect me?"

3. Management
Attention is focused on the process and tasks of using the innovation and on the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling and time demands are of utmost importance. "I seem to be spending all my time getting material ready."

4. Consequence
Attention is focused on impact of the innovation on clients/subjects in the individual's immediate sphere of influence. Focus is on relevance of the innovation for its recipients. "How is my use affecting kids?"

5. Collaboration
Focus is on coordination and cooperation with others regarding the use of the innovation. "I am concerned about relating what I am doing with what other instructors are doing."

6. Refocusing
Focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation. "I have some ideas about something that would work even better."

CONCERNS-BASED ADOPTION MODEL: INNOVATION CONFIGURATION

CRITICAL COMPONENTS

1. Support administrators in their attempts to develop interactive professionalism...

Traditional: within the context of the library resource centre program, usually by taking a reactive stance to administration initiatives.

Innovative: within the context of the total educational program of the school, by
- presenting ideas to promote teacher development;
- examining ways to involve the administrator in teacher-to-teacher exchanges;
- becoming familiar with the existing processes which support collaboration and school improvement;
- being responsive to and supportive of newly appointed administrators, particularly in relation to their expertise in curriculum and professional development; and
- becoming a second change facilitator.

2. Include responsibilities outside the classroom...

Traditional: within the smaller frame-work of the LRC program.

Innovative: within the larger framework of the whole school, by:
- increasing the number and quality of day-to-day interactions with other school-based personnel;
- trying to understand and improve the collaborative culture of the school;
- taking a leadership role (e.g., heading a school curriculum committee, becoming a federation representative, organizing staff functions);
- becoming knowledgeable about district policy and the teacher contract;
- keeping abreast of current research on improving teaching and schools; and
- contributing to the quality of the next generation of teachers (e.g., team planning and teaching of school-wide themes with student teachers or new teachers).

3. Be involved in projects...

Traditional: within the teacher-librarian community.

Innovative: within the wider school community by:
- facilitating mentoring for beginning teachers;
- being involved in peer coaching;
- establishing a study/discussion group;
- participating in a group implementing new teaching techniques;
- being involved in curriculum development projects based on teacher collaboration; and
- responding to administrators in a manner which fosters their involvement in the program.

4. Emphasize team planning and teaching...

Traditional:
- within the same grade;
- in which subjects are treated separately in subject-based units of study.

Innovative:
- across the grades.
- strands and subjects in units of study which integrate (instruction and learning move from one to another, flexibly and freely).

5. Reflect on, and about action...

Traditional: in relationship to the evaluation of units that have been planned with teachers.

Innovative: in relationship to the over-all LRC program and how it impacts on the total school program, by:
- seeking data and feedback;
- engaging in professional dialogue in order to broaden perspectives and deepen reflection;
- reflecting on purposes and intents;
- evoking positive personal images;
- reading professional materials;
- engaging in professional dialogue;
- joining a teacher support group;
- undertaking action research;
- writing down one's own experiences as a teacher; and
- taking courses and advanced qualifications.

6. Develop a risk-taking mentality...

Traditional: in other teachers, so that they will implement the instructional strategies teacher-librarians propose.

Innovative: in oneself, in order to be open to new ideas, flexible, and able to add new teaching strategies to one's own repertoire.

7. Use effective communication strategies...

Traditional: for general interpersonal communication, usually involving a limited number of strategies.

Innovative: to achieve broader collaborative skills, including:
- developing, listening to and articulating one's inner voice;
- ensuring consistency between goals and objectives and the message given;
- developing a wide repertoire of strategies; and
- fostering risk taking and trust.

8. Commit to continuous improvement and perpetual learning...

Traditional: as a teacher-librarian.

Innovative: as an educator and human being, by:
- viewing oneself as a career-long learner;
- contributing to other teachers' learning; and
- assisting one's employer to provide opportunities for exceptional professional development activities.

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BEYOND THE MILLENNIUM: SPECULATIVE FICTION

Presenters: **CRAWFORD KILIAN, EILEEN KERNAGHAN, SPIDER ROBINSON, JEANNE ROBINSON**, and **MARTIN GODFREY, authors.**

Reporter: **WILLA WALSH**, teacher-librarian McNair Senior Secondary School, SD#38 (Richmond).

This delightful panel of speculative fiction writers was expertly moderated by Colin Naslund, himself a sci-fi buff and a teacher-librarian at Semiahmoo Secondary School in Surrey, BC. The panel included well-known writers Crawford Kilian and Spider and Jeanne Robinson; fantasy writer, Eileen Kernaghan; and young-adult fiction writer, Martyn Godfrey. Each panel member addressed some pertinent questions such as: Why write science-fiction? How do writers decide on their setting and time period? Are science-fiction writers eternal optimists? Can science-fiction predict the future? and Has popularity spoiled science-fiction?

Crawford Kilian covered the history of science fiction from the early 1940s and 1950s to the present day. In the early time period science-fiction was largely focussed on the nuclear holocaust and the possibility of total human annihilation. These two themes greatly influenced the development of the genre and reflected the culture's uncertainty about the future. The 1950s also produced McCarthyism, an organized witch hunt for non-conformists. Kilian speculated that science fiction allowed "subversive" ideas to be expressed through literature and that sci-fi gave a legitimate place to non-conformists, or people who were "out of step" with their peers. The writers were mutants themselves in the same way that their characters were aliens in their novels! He believes that the genre encourages off-beat thought and starts students thinking in less conventional ways. This may be its real contribution to education.

Eileen Kernaghan took quite a different tack in addressing the questions. In her case it is the past, not the future, that fascinates. She looks back to a distant time when cultures clashed and change was the order of the day. She felt that her own time, as she was maturing, had a context of great social stability and even dullness and that her writing offered her an opportunity to escape through fantasy into a time when women got more prime time and were braver.

She suggested that speculative fiction is actually about change and doesn't need to concentrate on the future; perhaps there will be no future, anyway! And often the future is so unpredictable that no speculative writer can foresee it. What writer could have foreseen AIDS or the staggering gender role changes of our times? Some of the strange technological elements of much sci-fi writing have little meaning for Kernaghan.

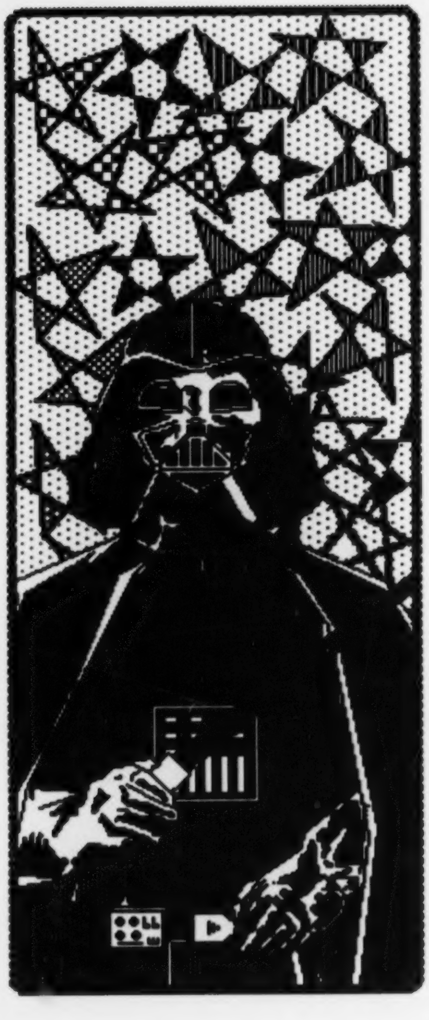
Looking ahead to the year 2091 A.D., Kernaghan would like to see books still around. If students and young adults are reluctant readers, she feels we must tap into their interests which are largely "weirdness, cars, violence, computers and more weirdness." They must be lured into reading by books on these topics, and then, hopefully, they may go on to better things. Kernaghan also agrees that sci-fi is subversive, not "politically correct," and adds that fantasy, although not factual, is true.

Spider and Jeanne Robinson gave the strongest statements about reading and writing. "He who cannot read, cannot reason." Reading is strongly tied in with the survival of our species, according to Spider Robinson. Early man had his pictorial form of reading–cave drawings, and today we have the future written on the subway walls! Literacy, however, is quite recent and is a very complex process involving a three dimensional aspect. As to what we can do to encourage literacy, Spider felt that institutions such as the government and the educational system may not be able to do very much. He feels that children need to be conned into literacy through storytelling. His mother teased him into becoming a reader by reading him exciting tales and then stopping just at the crux. Since he now had to know what happened, he learned to read! Jeanne Robinson added that in her home, bedtime was rigorously enforced, "unless you were reading!" What a motivation! They both felt that if students can be infected with the sci-fi bug then literacy may follow.

Spider Robinson recommends Masterpieces of Science-Fiction as the best purchase to be made for reading at home or at school. He emphasizes that the strong opening lines of the sci-fi genre can "hook" the reader and keep them reading. "It was noon before they finally finished scraping Uncle Louie off the dining room table!" Both Robinsons answered YES to the idea that speculative writers are eternal optimists and they said their persistent efforts at writing prove it!

Martyn Godfrey says young readers (grades four to seven) don't understand science-fiction. They want the familiar and are exclusively focused on their own environment and on the here and now. Students' reactions to his sci-fi novel Alien War Games was that they wanted to know where the Seven Eleven was! Social issues escape them and they must recognize everything they read about. It has to happen on Earth and be presented in straight forward language. He related some of his experiences while grappling with this genre and feels that good fantasy stories will be the new wave in literature.

When asked if science-fiction was able to predict the future—all panelists replied with a resounding NO. According to the panel there have been no really new ideas in science-fiction since Wells and Verne—it's all just an elaboration upon their germinating ideas. Crawford Kilian called sci-fi a "monstrous literary MacDonald's!" Eileen Kernaghan could not appreciate the allure of "grafting mouse genes onto tobacco plants" and wondered what that meant anyway! Spider Robinson said that sci-fi could never have predicted that man would get to the moon and then everyone would lose interest!



This panel took a very provocative look at a popular genre from the writers' viewpoint. All of these writers are ably making something of a living from their writing and providing young readers with a wealth of rattling good stories to "seduce" and "con" them into reading. Among their accomplishments are: Martyn Godfrey, Alien War Games; Eileen Kernaghan, Songs From the Drowned Land and Sarsen Witch; Crawford Kilian, The Empire of Time, Fall of the Republic, Rogue Emperor and Griffin; Spider Robinson and Jeanne Robinson, Callahan's Crosstime Saloon, Time Pressure, Mindkiller, Telempath, Stardance and Starseed.

FOCUS ON RESEARCH

Presenters: **DUNCAN ANDERSON,** community curriculum co-ordinator, Red Deer, AB, and **ELAINE BLAKEY,** teacher-librarian, Normandeau Elementary School, Red Deer, AB.

Reported by **MEL MAGLIO,** teacher-librarian, Kalamalka Jr. Secondary School, SD#22 (Vernon).

Duncan Anderson, a community curriculum co-ordinator, and Elaine Blakey, a teacher-librarian from Red Deer, Alberta, the co-author's of the Alberta education ministry's publication Focus on Research (1985) presented a very informative and useful workshop on a research process that is used in many schools. In their work Focus on Research: a Guide to Developing Student Research Skills, Anderson and Blakey presented an integrated model for school libraries involving students in the planned and purposeful use of library resources. The document is designed to help students grow in their ability to gather, process and share information. In their presentation, Anderson and Blakey noted that there is a disparity among students as to their knowledge and skill in using strategies for planning, retrieving, processing, communicating and evaluating information. While this disparity is partly due to learning differences, it can also be partly attributed to inconsistency in instruction. Their workshop attempted to answer such questions as: How can teacher-librarians and teachers tell if students are understanding the information they find and using it well? Are students more successful at research when they have been taught processes for finding information rather than specific skills such as how to use the card catalogue or how to read a Reader's Guide entry? What processes lead to the most improvement in finding and using information? What skills in finding and using information tend to be remembered by students from one year to the next and transferred most readily from subject to subject? What are students' attitudes towards finding information? How do those attitudes change during the course of a research project?

Anderson and Blakey emphasized that prior planning prevents poor performance and increases chances of student success in any research-based activity. They introduced their workshop by posing the question: "Which student needs should be addressed before they start to do a research-based activity?" Group members were immediately involved in a 'slip storming' activity whereby blank slips of paper were distributed to each participant and they were given four to five minutes to write an answer to the question on the slips of paper. In groups of three, participants individually read out their ideas while their colleagues listened. Then the entire group shared and recorded their ideas under categories such as student prior knowledge (interest, background), format (length, date due, final product, evaluation), and skills (reading level, outlining and note-taking skills). Brainstorming, questioning, and webbing are teaching activities used at this stage of the research strategy to give students experience in expanding and narrowing topics and organizing their information search.

The presenters of the workshop stressed that the selection of suitable materials is essential for success in any research activity. It involves diligent instruction regarding varieties of sources, selection of resources with an appropriate reading level and suitable, relevant content as well as the usual locational skills. A useful handout designed to elicit examples of print (encyclopedias, subject specific books), audio (cassette tapes, news broadcasts), visual (film, video tapes) and kinesthetic (experiments, field trips) resources for students to obtain information was shared with the participants.

The information processing stage of the research strategy is perhaps the most difficult to teach, say Anderson and Blakey. At this point, students need to think, comprehend and make sense of the information they have accessed from a variety of print-based media, visual resources such as photos, films and video, symbolic communication forms such as maps, charts, graphs and graphics as well as human resources. Students then must use data gathering devices such as notes, mind maps, outlines and retrieval charts. The presenters took time to describe in detail note-taking styles and mentioned the December, 1988/January, 1989 issue of Educational Leadership as having an excellent article on notetaking techniques. They also provided a useful handout of various kinds of retrieval charts.

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Home Economics _ Cookbooks _ Industrial Arts _ Business Education _ Computers _ French Immersion _

Religion _ Architecture _ Antiques _ P.E. _ Sports _ Aviation _ Boating _ Skiing _

4. Special interests, hobbies, previous experience, qualifications, etc.:
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HOW TO MANAGE LANGUAGE ARTS, PRIMARY PROGRAM AND INTERMEDIATE PROGRAM PAPERBACKS

by **LIZ AUSTROM**, District Principal — Curriculum Resources, and **SHARON SCOTT**, Co-operative Program Planning &Teaching Resource Teacher — Primary, SD#39 (Vancouver).

Teacher-librarians who are handling an increasing number of small paperbacks have been looking for methods of management which don't require huge amounts of time. The increase is due to the British Columbia Ministry of Education shifting its resource emphasis from a limited number of required resources to a large number of "recommended resources." The problems caused by the resultant flood of paperback materials can be so overwhelming that some teacher-librarians would rather not be involved in management of these resources, but would rather see classroom libraries develop.

This article's basic premise is that teacher-librarians should be involved in the management and use of resources of all kinds, and that it is possible to develop management strategies that facilitate resource use, ensure access to all resources, establish effective accountability methods, and ensure that the school's total collection of resources is maintained. We also belief that a manageable workload is possible if the administrator(s), teacher-librarian(s) and teachers make it one of the management goals discussed.

BASIC DECISIONS

At Jamieson Elementary in Vancouver, the bulk of the Language Arts resources are managed through the library resource centre. The staff and students of the school share the maximum resources possible, because they have decided that all resources should be accessible. Shelley Reid, Jamieson's teacher-librarian, makes the following suggestions for school staffs to consider when they are planning how school resources may best be organized and used:

1. Spend some time developing a philosophy concerning the purpose and use of specific types of materials.
2. Develop an easy packaging and circulation system for those materials which will not be catalogued.
3. Establish time lines for borrowing (e.g., once a month an empty basket is delivered to each class for return of materials).
4. Provide the LRC with additional clerical or staff assistant time to assist with the initial preparation of materials (e.g., typing card and pockets), and with circulation (e.g., pulling theme materials together, carding and shelving).

In Shelley's opinion, time spent in reaching agreement in these key areas will ensure staff consensus on how materials will be handled and understanding of what the LRC procedures are designed to accomplish.

SOME MANAGEMENT OPTIONS

Here are a few management options gleaned during school visits and discussions with teacher-librarians in our district.

1. Treat these resources like other paperbacks and integrate them into the collection. Books are then circulated individually to students and teachers. The teacher and teacher-librarian may also pull together theme, genre and author collections which go to the classroom as needed for specific periods of time.

   This method seems to work best in schools where students select the majority of their own reading materials.

2. Treat sets of five or six paperbacks of the same title as packages which teachers may borrow for use with small groups. Some teacher-librarians put these sets into pamphlet cases or plastic hang-up bags. Shelley Reid has made this method more economical by using Zip-loc freezer bags. Cards and pockets are included in each book so the teacher can circulate them from

the classroom, but the bag of books has a separate card listing all the parts which is used for the teacher to sign out the set from the library resource centre. Shelley finds that she can tape the card and pocket onto the outside of the plastic bag and it will remain attached.

This method reduces the amount of carding necessary when materials are returned, but care must be taken to ensure that all "parts" are in the case or bag.

In addition, Shelley stores the bags in small handled baskets labelled according to level — Early Emergent, Emergent, Early Fluency, Fluency, or a mixture of levels. For example, Ginn Sunshine A has 8 books divided into Part 1 (4 books) and Part 2 (4 books).

3. Shelve fiction and non-fiction paperbacks on the shelves beside catalogued copies of the same title. Pamphlet cases may be used for slim paperbacks. Clear labelling is important.

   This method has the advantage of providing access to these paperbacks through the catalogue.

4. Catalogue all non-fiction paperbacks that do not have already catalogued copies in the collection. This provides maximum access through the catalogue, and ensures that the material is located with other materials on the same topic.

   Access to information on non-fiction topics is often dependent on "shelf browsing" in the area established by the catalogue as the primary source, so putting a pamphlet case of non-fiction materials on the shelf beside catalogued materials is an option here as well. It does not eliminate the purchase of duplicate copies the way a catalogued copy does, however.

5. Use plastic baskets (available through Spectrum catalogue), designated by first letter of the authors' names, to lessen the number of places to look for a paperback. These baskets may be housed on the shelves in the appropriate area, on a counter, or on a low primary table.

   The advantage to this method is that the baskets are easily lifted by primary children, and can be moved to wherever the child wants to sit and browse through the container. Sharyn Eagles, formerly a teacher-librarian at Queen Elizabeth Annex and now vice-principal at Nelson Elementary, used this method very effectively to stimulate student self-selection of fiction books. She ensured, however, that all non-fiction material was catalogued for easy access.

6. Place theme collections of uncatalogued paperbacks in pamphlet cases, cardboard legal-sized file cases, or boxes. Realia, unit materials and other resources can be included. Lists of the contents should appear on the outside of the box, and on the circulation card.

   The advantage of this method is that collections are available for teachers without much work for the teacherlibrarian. The disadvantage is that the resources are tied to one theme and it is time consuming to find an individual title if it is needed for another purpose. One option is to include only duplicate copies in the theme boxes, but to have other copies catalogued to ensure access. A computer database listing of items in theme boxes assists in the maintenance of access by teaching staff, but does not solve the problem of reduced student access.

A WORKABLE ALTERNATIVE TO PERMANENT THEME BOXES

Lynne Zidek, teacher-librarian at Renfrew Elementary School, uses a system of delivery boxes to serve teachers' needs very effectively. She says:

> Here is my solution to the problem of delivering LRC materials to classrooms in an effective, orderly and timely manner which maximizes the use of auxiliary assistants.
>
> In September, teachers are introduced to the LRC Box Delivery Service. Empty photo-copy paper cartons are covered with distinctive, bright yellow paper and labelled "LRC Delivery Box." At the first of each month a note is placed in each teacher's mail box as a reminder to order the LRC material needed in the near future. When necessary, teachers ask for LRC materials verbally, but preferably in writing. These orders are for such things as fiction and non-fiction books, filmstrips, cassettes, pamphlets, pictures, maps, brochures, videos, and so on, usually centred around a topic or theme. The teacher indicates the date when the material will be needed. I clip the teacher's name on one of the LRC Boxes immediately and begin locating the requested material on a priority basis, placing items in the appropriate box as they are found. This process of

locating and selecting material involves research, as typically the order will involve at least some generalities. It may also mean determining whether material on current loan can be returned to fill the new request.

Before the date when the material is needed, the teacher is informed of the status of the request and asked to evaluate the material found so far. The teacher comes to the LRC and removes unsuitable material from the box. Then I or one of the monitors signs out and delivers the material to the classroom in the LRC Box. The box is emptied and then returned to the LRC. The same process continues through additional cycles until the request has been filled to the maximum extent feasible, at which point the teacher's name is removed from the box.

The LRC Box delivery system appears to be effective, judging from its current use and reactions. In particular, it utilizes the LRC monitors very well.

[Editor's Note: Dairyland-type plastic containers are available from a variety of suppliers, have handles, and are strong enough to handle heavy loads.]

Lynne has designed a method that works in her school, and that her teaching colleagues appreciate. In other schools, other arrangements are developed. Often, these depend on factors like the time allocation for the teacher-librarian. In schools where there is only a half-time teacher-librarian this system would be more difficult, or modifications like greater advance notice would have to be made.

THE RELATIONSHIP BETWEEN ORGANIZATION AND USE

Central to the question of how language arts and primary recommended resources are to be organized and managed is consideration of how they will be used.

It is possible that different resources will be used in different ways, and therefore a variety of organizational and management strategies will be necessary. Perhaps class sets of literature anthologies will be located in a book room or directly in the classrooms, while other resources will be placed in the school's library resource centre. Perhaps some of the resources will be integrated with other materials on the shelves in the resource centre, and others will be in boxes for school-wide themes that the staff has planned. If a school staff has decided to move to a literature-based reading program, then purchase of anthologies may be limited and the anthologies shared among classes, since the majority of the program will depend upon independent reading choices. In this instance, it will be important to ensure access by having materials catalogued and circulated through the resource centre. The decisions related to resource management should be based primarily on the program goals and on the needs of students.

Another important consideration is how to maximize the amount of use that resources will get. Sometimes it is better to prepare a bibliography of resources on a theme rather than to pull them off into a boxed collection that removes them from access for other purposes. If we want to maximize access to and use of resources, we need to keep them accessible on open shelves while developing other ways to satisfy teachers' needs for thematic collections.

- One simple trick is to photocopy the borrowers' cards from resources that relate to a theme, trim the photocopy to card size, put the slips in order, make a card-weight cover with the theme written on it, punch a hole through all thicknesses and use a ring to keep the package together. New acquisitions can be easily added during the course of the year, and a clerk or volunteer can take the package to the shelves to quickly pull items for a thematic collection.

- In automated collections, sometimes the addition of more subject headings is all that is needed to support the need for such collections. Many cataloguing software packages have additional fields which can be used by the teacher-librarian for specific school needs, such as identifying resources as being appropriate to English as a Second Language students, or as part of a thematic collection. The strength of this approach is that the thematic collection can be added to as new materials are received, so that a constant process of revitalization occurs. By comparison, the boxed collection of materials is much more static and limiting.

The addition of needed subject headings is also possible with card catalogues, but is more dependent upon clerical assistance. Photocopy the unit card and use the photocopy as a work slip on which to write additional subject headings and tracings. When a sufficient number of slips is accumulated a short term volunteer or paid clerk completes the task. Often, funding for a day or two of clerical assistance is possible even if adequate ongoing support staff cannot be provided.

Another method is to have students participate in the selection of a collection of resources on a theme. Group brainstorming of the facets of a theme is followed by the students using the catalogue to locate resources which will then be borrowed and taken to the classroom, or which will become part of a reserve collection to be used in the library resource centre by the class. This method is congruent with the intent of the Primary and Intermediate Programs to develop student independence, including the ability to make choices. With young students, or with those who have not participated in this process before, the teacher and/or teacher-librarian can supplement the students' selections with other key resources.

Both primary and intermediate students enjoy the opportunity of selecting books they think other students will like. It is not necessary that all collections circulated to the classroom be thematic in nature. Sometimes children simply want to enjoy as variety of stories and this desire is one that teachers and teacher-librarians will want to support.

CONCLUSION

At a time of change, it is natural to feel anxiety about issues like additional workload. All of us feel pressure when our jobs are expand, but our energies and the support available to us remain the same. Anxiety is normal. However, change continues whether or not we participate, and it is likely to pass us by, leaving us excluded or, more likely, leaving us with a job that is less exciting than it could be because it is less central to students' learning.

Cooperative program planning and teaching have moved the library resource centre program from the periphery to the centre of the educational program of the school. Now we have resource-based learning validated by the Ministry of Education through a major shift in resource use — away from a limited number of texts and towards unlimited choices of resources.

This shift provides teacher-librarians with an opportunity to make teachers and students aware of the wealth of resources available for resource-based learning experiences. We need to make connections between the resources on the Ministry lists and the materials already available in resource centre collections. In some instances, materials already in the resource centre collection are listed on the Ministry lists. In other instances, resource centre materials supplement and extend the resources on the list. As an example, many wonderful Canadian and British titles are not on the Ministry lists. Also, materials in the library resource centre are often newer than those on the list, or cover themes and topics not covered by recommended resources. If teachers only use these latter resources in their classroom, then resource-based learning will not be fully supported and implemented. Connections between all the resources in the school must be established.

The way to establish connections is to examine the way resources of all types are handled in the school, to base decisions on the use that materials will have, the educational purposes they will serve, and the needs of students, including their need to develop the ability to make choices. Above all, we must ensure access by all students to the materials bought with taxpayers' money.

Teachers are drawn to the thematic approach both because of the directions suggested in the new programs and because of a natural need to gain control of the numbers of resources now available. Teacher-librarians can meet this need if resources are catalogued or, if ephemeral items like paperbacks, are organized to ensure both student access and support for thematic studies. The ideas presented in this article have proven successful in achieving these ends in schools during this past year.

This outline of some of the methods used to handle the continuing deluge of the Ministry's "recommended resources" is obviously not complete. Teacher-librarians with additional ideas are asked to send them into The Bookmark. We will publish them in another issue.

THE SOUTHERN INTERIOR TELECOMMUNICATIONS PROJECT: THE FUTURE OF INFORMATION SERVICES

by **LAURA ATKINS**

Background:

The Southern Interior Telecommunications Project is a major research project, managed by the Education Technology Centre of British Columbia (ETC), whose purpose is to explore the use of information services and computer-mediated communications to support students and educators. It is ETC's hope that the experiences and results gained from this study will be used in the design of a province-wide information network for schools.

Planning for the project began in the fall of 1989, with the first phase of the project implemented during the 1990/91 school year and the second phase taking place during the current school year. The project presently involves more than 150 teachers and 1500 students in over 65 schools in the following eleven school districts in the southern interior of the province:

- Kamloops
- Armstrong-Spallumcheen
- Shuswap
- Revelstoke
- Vernon
- Central Okanagan
- Summerland
- Penticton
- Kettle Valley
- South Okanagan
- Princeton

A Steering Committee, representing the eleven school districts, Simon Fraser University and the Ministry of Education, provides strategic direction and advice for the project. The project would not have been possible without the cooperation and support of three major corporate partners: B.C. Tel, B.C. Systems Corporation, and Digital Equipment of Canada. Other partners who have been actively involved in the project include AT&T, Dialog Information Services, and Southam InfoMart.

Phase 1:

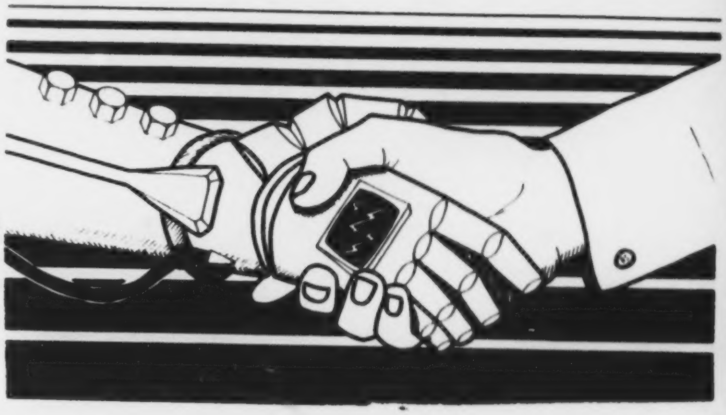
Several curriculum themes appropriate for online services were identified in the first phase of the project. The themes for Phase 1 included Language Arts, Environmental Education, and Law. Elementary and secondary Language Arts and English students participated in a mentorship program with Canadian authors in the Wired Writers project operated by the Writers' Development Trust. Law 12 students participated in the Legal Education Resource Network operated by the Centre for Education, Law and Society at Simon Fraser University, and an Environmental Education project was developed through the SFU Kelowna TeleLearning Centre, with mentorship support from the Ministry of Environment's Penticton office.

Selected school libraries and resource centres were provided with access to a set of online news services and databases, including Southam InfoMart Online (News$ource), the Dialog Classmate Program, and WEB. In addition, SITP facilitated the experimental use of online curriculum projects offered by telecommunications vendors. The AT&T Learning Network operated 35 of its 73 British Columbia online Learning Circle curriculum projects as a component of the Southern Interior Telecommunications Project.

Inservice activities associated with the project began with a training institute conducted at Silver Star near Vernon in August 1990. In addition, inservice events keyed to curriculum projects and online services were conducted throughout the fall of 1990 and spring of 1991. Regional training sessions at the SFU Kelowna TeleLearning Centre, as well as events co-sponsored by participating districts, increased interest in the project from educators within and outside the region.

Preliminary findings indicate that the project is very popular with students and teachers. The greatest need expressed by educators is for the development of appropriate models to support integration of online activities into the existing curriculum. Participants also recognize that access to these services will change and shape curricular goals, including the development of the necessary skills to access, analyze, evaluate, and critique information from a variety of electronic and print sources.

This project focuses on an emerging application of educational technology, namely, Computer-Mediated Communications (CMC). CMC has the potential to provide access to information resources not previously available in the classroom, giving relevant, simple, and timely access to this information in an easily understandable format. It also provides learners with access to interactive discussion opportunities with their peers and teachers, allowing time-independent questions to be posed and answered, as well as issues-oriented discussions to take place without requiring all participants to be in the same time and place.



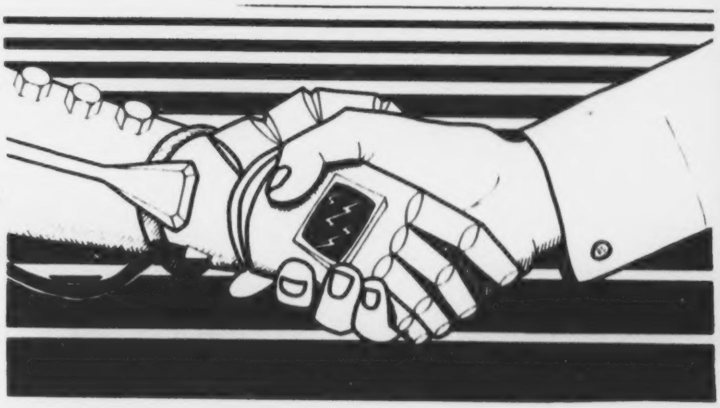
Phase 2:

The second phase of the project, which began in September, is seeking to provide participants with access to a faster, more cost-effective physical network, including linkages to Internet, the global research and education network. The use of a variety of district and school-based networking strategies is being explored. New information services will be established during the year, such as a collaboratively developed professional activities calendar which will detail inservice and related educational conferences, meetings, and symposia, in a centralized, easily accessible, and searchable format. Evaluation of these new strategies, including cost analysis, are being undertaken as part of the second phase of the project.

While many successes have been achieved in the project, educators in the project report that it is still difficult for the novice to access many of the information services through existing software. In response to these concerns, ETC, with the support of B.C. Tel and MPR Teltech, is designing new software prototypes that aim to make it easier for teachers and students to use electronic information services. These prototypes will be tested in selected sites during the second phase of the project.

Provincial Planning:

During Phase 2 of the project, ETC is planning to initiate discussions with the Ministry of Education, school districts, provincial education agencies, and the information technology industry. These discussions will review the research findings and cost impacts from the project, and will promote exchanges of ideas and strategies among the participants. The goal of these discussions is to develop a strategic plan to facilitate the development of a provincial education network.



For further information on the Southern Interior Telecommunications Project, contact David Porter at 291-3189.

PATTERNS OF CHANGE IN TEACHER-LIBRARIANSHIP:COMING OF AGE WITH DEVELOPING INDEPENDENT LEARNERS

by **BONNIE MCCOMB,** teacher-librarian,

Parkland Secondary School, SD#63

(Saanich).

Much has been written about the changing role of the library and the teacher-librarian over the past 20 years. The length of time it has taken for these roles to be accepted and institutionalized has been frustrating for many library advocates. Change, however slow, has happened and is reflected in the three Ministry of Education library curriculum documents published over the past twenty three years. The recent Developing Independent Learners: The Role of the School Library Resource Centre (1991) is a "coming of age" document that reflects a strengthening of the transactional, and sometimes transformational, curriculum position of teacher-librarianship in the province. This document has notable differences from its predecessors, Sources and Resources: A Handbook for Teacher-librarians in British Columbia (1978) and Library Manual for the Public Schools of British Columbia (1968), yet the foundations for the present position are there.

Two studies in the 1960s provided the impetus for the change in library philosophy and facilities: the Department of Education's 1964 Survey of British Columbia School Libraries and John Church's seven month 1969 follow- up study Personalizing Learning: A Study of School Libraries and Other Educational Resource Centers in British Columbia . The position in Church's report could be an introduction to the most recent Ministry of Education document:

> As the learning centre, the library provides a major means for personalizing and humanizing education....It can challenge, excite and lead pupils to new depths and to new areas of knowledge. It can activate and liberate and this makes pupils independent learners (Library Role, 1970, p. 41).

Church sees the child as a client and the school library as existing to provide a direct or "retail" service to students; the library focus for pupil-oriented use instead of teacher-oriented use; and the change in reliance on a single text to the use of many resources. These themes or motifs are echoed in many documents and articles over the next twenty years.

In a chapter facetiously titled "A Brief and Selective (perhaps even *slanted)* History of School Library Programs from Roughly Then to Approximately Now," Eshpeter and Gray (1989) trace the history of school libraries in Canada from the 1960s traditional school library paradigm that suggests that "besides the host of administrative duties that attend the role of teacher-librarian, there is an instructional one...one which prescribes a major involvement in the areas of literature appreciation and 'library skills' as well as a supportive role in the implementation of all other curriculum" (Eshpeter & Gray, 1989, p. 5) to the decline of this role in the 1970s. During this period of time, teacher-librarians lost their fundamental involvement in literature. Whole language and literature-based programs became an integral part of the language arts curriculum. Thus, teacher-librarians lacked curricular validation and failed to consistently demonstrate that their presence made a significant educational difference.

Eshpeter and Gray (1989) see a methodological paradigm shift in the late 1970s — "a powerful new integrating philosophy" (p. 7) first expressed by Ken Haycock in 1978 — of the teacher-librarian as a cooperative planner and joint implementer of curriculum. This was the first significant shift away from the traditional paradigm and the basis for the Calgary Board of Education Resource Center Program Model introduced in 1979. At approximately the same time, the British Columbia Ministry of Education published Sources and Resources: A Handbook for Teacher-Librarians (1978) and the Ontario Ministry of Education published Partners in Action: The Library Resource Centre in the School Curriculum (1982)-- both influential documents. It seemed as though the new philosophy and role had become part of the mainstream.

Change, however, did not happen quickly enough. Frustration was very apparent in many articles published in the early 1980s. In "Program Advocacy: The Missing Element", Haycock (1980) laments that there is "ample evidence in both education and librarianship that few members of the public are aware of the nature and scope of library service for young people and that few administrators are aware of the potential of quality programming for this group of users" (p. 4). Haycock says the key element in changing this perception is "program advocacy with a vigorous public relations program " (p. 4). Haycock believes teacher-librarians are the source of change but wonders if we are "too complacent, too conservative, too timid...even too uncommitted?" (p. 4).

In "Who Speaks for us? Power, Advocacy and the Teacher-Librarian," Burdenuk (1984) also identifies the need for teacher-librarians to stand up and speak up for themselves: "If there is a failure in school librarianship over the last twenty years it has been the lack of effort, emphasis, and focus placed on the role of the teacher-librarian as advocate. What is needed now is an advocacy campaign to bring attention to the importance of school libraries to the education of the child."

In a fairly recent speech, "Where Do You Stand?" (1988), Haycock's frustration is still apparent when he wonders, "how often you can go on saying the same things year after year in the face of professional schizophrenia" (Program Advocacy, 1990, p. 95). He restates emphatically:

> Teacher-librarians need to have a clear, defined role as professional teachers, specializing in the selection, management and effective use of informational and recreational resources...We need to speak with a unified voice about our role and communicate it effectively to school and district administrators and other teachers. Until then we will languish on the periphery of the educational program and wonder why we as librarians...aren't appreciated as an integral part of the teaching staff (p. 96).

What is the confusion and frustration about the role of the teacher-librarian? The term "teacher-librarian" in not new. In 1948, the Library Manual for the Public Schools of British Columbia refers to the"teacher-librarian." The provincial professional organization was at one time called The British Columbia Teacher-Librarians' Association, then The British Columbia School Librarians' Association for many years. Recently, it reverted to the British Columbia Teacher-Librarians' Association. (Sbrocchi, 1972). Numerous documents and articles have defined and redefined the role of the teacher-librarian. The Library Manual(1968) uses the word librarian, Sources and Resources (1978) alternates between "librarian" and "teacher-librarian," the Ontario Ministry of Education document uses "partners in action," Fuel for Change (1986) uses "change agent" and Haycock uses "program advocate." Each definition reflects a position, a statement of identity.

This search for identify or role fits into the "second wave" of a continuum or implementation of a school library program developed by Eshpeter and Gray (see Appendix A). This continuum parallels the changes in British Columbia Ministry of Education documents over the past twenty years as well as providing a strengthening of a transactional curriculum orientation. The Library Manual for the Public Schools of British Columbia (1968) fits into the first wave — although it is starting to move to the next level. Sources and Resources (1978) definitely fits into the second wave and moves towards the third wave. The new Ministry of Education Developing Independent Learners with its companion document, Literature Connections: The Teacher and Teacher Librarian Partnership (1991), are part of the fourth wave, a coming of age, a fulfillment of goals.

The titles chosen for the Ministry of Education documents also reflect a shift in focus and perception. The Library Manual for the Public Schools of British Columbia (1968) is, as the word "manual" suggests, a "handbook " or "book of directions". The title, Sources and Resources: A Handbook for Teacher-Librarians in British Columbia (1978), retains the idea of a book of directions, includes the role of the teacher-librarian but, with the words "sources and resources," infers that the document contains a body of knowledge that will help or support the teacher-librarian. Developing Independent Learners: The Role of the School Library Resource Centre (1991) makes a significant shift from the idea of a handbook that will help the library function or operate to a document that defines the role the school library resource centre plays in the education of students. The focus of the titles of the two earlier documents reflects a transmission orientation in which the knowledge, facts, or skills essential for a teacher-librarian are contained in a handbook. The focus is on the teacher-librarian and what that person needs to know. Developing Independent Learners, however, reflects a transaction/transformation orientation in which the focus is on "process," on the student, and on the interaction of the library resource center with the student. The role of the library is to promote a personal transformation in the student.

The structure and contents of the three documents also reflects a shifting towards a transaction/transformation orientation. The Library Manual for Public Schools of British Columbia includes an introduction, a two page description of the role of the library and a one page description of the library instructional program. The rest of the document is the "manual." It includes practical information about book selection, book ordering, processing, cataloguing, periodicals, paperbacks, non-book materials, record-keeping, routines, publicity, filing rules, glossary of library terms, bibliography, addresses and an index. Sources and Resources follows a similar format to the Library Manual for Public Schools of British Columbia, but it is a much more comprehensive document. A Ministerial Statement of Library Policy more fully outlines the responsibilities of the ministry, board of school trustees, district superintendent, principal, classroom teacher and teacher-librarian as well as guidelines on space, staffing and collections. Similar to the Library Manual for Public Schools, Sources and Resources has a section on acquisitions of learning resources, cataloguing, examples of catalogue cards, an annotated bibliography of technical books, addresses and an index. The "handbook" section contains many additions that are not in its predecessor: a detailed description of the role of the teacher-librarian, a guide to educational programs for teacher-librarians, job descriptions for support staff, a suggested outline for a school library policy, a description of appropriate facilities and equipment, criteria for evaluation of school libraries and suggestions for how to involve staff, an expanded section on the selection of learning resources, circulation and security procedures, an annotated list of print, non-print, and periodical selection tools and indexes and a model of a selections policy. Much of this still focuses on the body of knowledge a teacher-librarian needs to manage a library, on the facilities, and on the selection and acquisition of resources.

The content and structure of Developing Independent Learners is dramatically different. Its main sections include an introduction, a statement of philosophy, a rationale, principles of program development, roles of participants, the school library resource centre program, an annotated bibliography of books about library programs, a rubric of learning styles and complementary resources, a detailed cross curricular information skills scope and sequence, and a sample of a selection of learning resources policy approved by the Board of School Trustees of School District 39 (Vancouver). In contrast to the "Ministerial Statement of Library Policy" in Sources and Resources that discusses the responsibilities of the participants from the Ministry down to the teacher-librarian with no mention of the role of the student, Developing Independent Learners in "Roles of the Participants" discusses the student first, then the classroom teacher, teacher-librarian, school administration, support staff, school district, Ministry of Education, and the community. The organizational structure of this chapter puts the student first and, in fact, states "Students are the focus of the educational program" (p. 8). The content of this document focuses on the role of the library in the educational program of the school, the role of the library in the "process of developing independent learners," and strategies for developing a program that encourages students to become independent learners. There is no technical information about how to type cards or repair books. The focus is on the program, the process and the student.

The philosophy or role of the library and the library participants outlined in the three documents also reflects a strengthening of a transactional orientation over the past twenty years. The Library Manual (1968) uses the common metaphor of the heart to define the central role of the library in the curriculum: "The tremendous acceleration in educational thought emphasizing learning rather than teaching, places the school library at the very heart of the curriculum" (p. 6). The beginning of the integration of information skills into the curriculum and the role of the teacher-librarian as a teaching partner who cooperatively plans and teaches is in this document. One of the eight services the librarian, the "key to an effective library program," provides to the staff is to "Plan with teachers for the most effective use of the library by students through joint planning of assignments, cooperative teaching of reference, and study skills" (p. 6). One of the four services to the students is to "Take a lead in working with teachers to teach students to extract information, study independently, use the resources of the library" (p. 7) as well as arousing and developing interest and pleasure in reading in the students. Even in this earlier document, the focus on the child, process approach, knowledge as process, and public knowledge is apparent: "A successful library program is based on the needs of the students and is integrated with the classroom instruction; therefore no detailed outline for teaching library skills at each grade level has been attempted" (p.2).

In Sources and Resources (1978) the library is a "resources [sic] centre" (p. vi), "has a specialized function in that its collection and services support the curriculum for learning and the improvement of the instructional process" (p. vi), and is "central to the educational process...since the emphasis in education has gravitated towards the individualization of instruction and towards the development of research skills" (p. vii). The role of the library is moving towards a transactional orientation. At the very beginning of Sources and Resources, the word "teacher-librarian" is defined:

> The school librarian, properly designated the Teacher-Librarian, requires special training and skills because, besides performing the ordinary functions of a librarian, he/she must be also a teacher, informed about curriculum and the teaching process. He/she must be able to speak to a teacher on equal terms, capable of giving that kind of assistance and making that kind of recommendation that will be helpful to a teacher in planning the instructional program (p. vi).

The roles of the participants are delineated in much greater detail than before. In the "Ministerial Statement of Library Policy," the focus on the teaching role is one of many roles: "It is the responsibility of the librarian to work cooperatively with the other teachers in the planning of the instructional program" (ix). It is interesting to note that even though the heading of this section uses "teacher-librarian," the whole section refers to the "librarian." Teacher-librarian is used elsewhere in the document. The official "Ministerial Statement" does not recognize the change in name. In the Handbook section of this document, the role of the teacher-librarian is expanded and focuses on the need of teacher-librarians to "transform their roles as passive supporters of the curriculum to active partners in the planning and execution of the school's educational program" (p. 1). This is the foundation document that lays the groundwork for many of the commonly held beliefs about the role of the teacher-librarian and the curriculum in British Columbia: cooperative program planning and teaching, integration of information skills into a unit or theme of study and resource-based learning. Its emphasis on curriculum strategies that facilitate problem solving, knowledge as process approach, shared control, and public knowledge reflect a transactional orientation.

The role and philosophy of the library and the teacher-librarian are much more clearly and strongly defined in Developing Independent Learners: The Role of the School Library Resource Centre (1991) and reflect a much stronger transactional, and sometimes transformational, curriculum orientation . This change is evident in the Statement of Philosophy:

> An effective school library resource centre program promotes the development of independent lifelong learners. It emphasizes the collaboration of all participants in education and focuses on resource-based learning, using a wide variety of sources, as essential to education (p. 2).

The main focus of the library program is now on the student and on personal development into an independent lifelong learner. This is essentially a transformational approach. The emphasis on participant collaboration and resource-based learning focuses on education as a dialogue or a transactional approach.

The student is the focus. Unlike the Library Manual (1968) where the responsibilities for interaction depend on the librarian creating a relaxed atmosphere, helping students extract information, encouraging them to read, or providing materials, Developing Independent Learners emphasizes that students are involved in and making decisions about their own learning, have opportunities to participate in student-centered experiences, develop decision-making, problem solving and interpersonal skills, have opportunities for individual or small group attention, and so on. This document stresses the importance of "active participation of students in their own learning, the development of positive student attitudes toward resource-based learning, and an inclination toward lifelong learning" (p. 8).

The focus of the role of the teacher-librarian has also changed. The teacher-librarian "functions as a team player, working with all members of the school community. In particular, the teacher-librarian forms a direct partnership with classroom teachers, sharing responsibility for curriculum development and implementation, resource selection, and instruction" (p. 10). The teacher-librarian should show competence in cooperative program planning and teaching; professionalism and leadership; promotion of the effective use of learning resources and services; selection of learning resources, information and reference services; listening, reading and viewing guidance; design and production of learning resources; acquisition, organization, and circulation of learning resources; and administration of the learning resource program. There is no tenuous definition of the role as appeared in Sources and Resources (1978). Whereas the "orderly and progressive operation of the library according to accepted library procedures" appeared first and cooperative program planning appeared tenth in a list of eleven responsibilities in Sources and Resources (1978, p. viii), in Developing Independent Learners cooperative program planning appears 1st and the administration of the learning resource program appears 8th in a list of 8 responsibilities.

Developing Independent Learners: The Role of the Library Resource Centre was sent out to the schools in June, 1991. There is no Ministry of Education plan for implementation. If there is an implementation, its impetus will be the British Columbia Teacher-Librarians' Association (BCTLA). Historically, the role of the British Columbia Teacher-Librarians' Association has been instrumental in the development of libraries and teacher-librarianship in the province (Sbrocchi, 1972). In the fall of this year, the BCTLA co-hosted a national conference at Whistler. Many of the titles of the workshops focused on change and implementation: "Thriving in Chaos," "Implementing Change," "Visioning and the School Library Program," "Change," and "Teacher-Librarians: Beauty Spots on the Body Politic."

Change has happened and is reflected in the language and structure of three Ministry of Education documents published over a twenty-three year period. Teacher-librarians have carved a niche for themselves in the British Columbia curriculum. Through "program advocacy" they have defined their roles and the roles of the library program as an important and interrelated part of the whole. Whether or not this change on paper will become a full reality in the school system will depend on the implementation of Developing Independent Learners.

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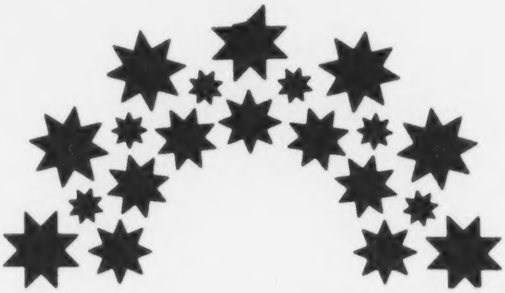

APPENDIX A

The Fourth Wave

First Wave **Library as a Subject**	-Literature/Skills Program. -Skills in Isolation. -Literature in isolation.
Second Wave **Cooperative Planning**	-First major rethink of the teacher-librarian's role. -Salvation through good works (in other curriculum areas). -Identity crisis. Who were we?
Third Wave **Common Ground Relationship**	-Recognition of roots. -Scope and sequence charts unfurled. -Equivalency of programs at the sub atomic level. -Library programs still below "see" level. -We're almost there.
Fourth Wave **Information-Based Programs**	-An identifiable and expanded body of information-related content. -Strategy rather than skill based. -Total integration through cooperative planning. -Program equivalency.

(Eshpeter & Gray, 1989, p. 97)

LEARNING AND WORKING CONDITIONS SURVEY

SEPTEMBER 1991 SURVEY RESULTS

Compiled and formatted by **KRIS NELLIS**, with assistance from **ROBYN SMART** and **BARB HALL**, teacher-librarians, SD#57 (Prince George)

These are the results received to date of the eleventh annual survey of learning and working conditions in the school library resource centres of British Columbia. Thank you very much to all the teacher-librarians who completed the survey and to the chapter councilors and district representatives who compiled the data.

Your efforts mean that 62 of 75 school districts in the province are represented. Those districts not represented should still submit their completed forms as soon as possible so that an update can be published in the next issue of The Bookmark.

The **TECHNOLOGY UPDATE** information will also be reported in the next issue of The Bookmark.

HOW TO USE THE SURVEY REPORT

- Locate the profile of your district and compare your school with your district's statistics.
- Compare your school district with other districts of similar size and geographical location.
- Work closely with your local teacher's association and its Bargaining Committee to improve conditions in your district. Draw their attention to the results of this survey and the BCTF criteria relating to school library resource centres.
- Use this data in presenting a "brief" for improved conditions to your Board of Trustees or district level administration.
- Use this data in a presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and materials budget in a school-based management situation.
- Compare your school and district's data with previous years to see the trends that are developing.

The statistics from this year's survey are presented here in a similar format to last year. In order to present a "snapshot" picture of each district, the individual factors should be looked at in relation to one another. For example, a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation, which might be very low and vice versa. The information for elementary and secondary schools is presented separately. The data in this report highlights teacher-librarian time allocation, clerical time allocation, resource centre budgets, and teacher-librarian qualifications. For the first time, the number of teacher-librarians doing preparation time, and the percentage of time they spend doing it, is also given.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT

I = increased **D** = decreased **S** = no change

FTE = Full-Time Equivalent

T-L/1000 = Full-Time Equivalent allocation of teacher-librarian time per 1000 students

Not rep. = no response given, or unable to calculate given data

PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

Students	**Teacher-Librarians**
200 or fewer	0.6
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each full 400 students above 1000.

The average professional staffing for the 931 elementary schools reporting is 2.28 FTE per 1000 students, down from 2.33 FTE for last year. The average professional staffing for the 266 secondary schools reporting is 1.62 FTE per 1000 students, up from 1.57 FTE for last year.

The survey did not include the question concerning an increase or decrease in staffing from last year. A change could be the result of various factors, such as a change in school population, and would not be a true reflection of staffing improvements.

There continue to be few schools meeting the new BCTF minimum staffing criteria that are given in the table above. The average of the number of elementary schools meeting this criteria is 11.25%, up 1.5%, while for secondary schools it is 5.68% which is the same as last year.

There are 223 elementary teacher-librarians that reported providing preparation time for other teachers, for an average of 13.01% of their teacher-librarian time. There are 10 secondary teacher-librarians providing prep time for an average of 0.31% of their teacher-librarian time.

The column headed "% trained" gives the percentage of teacher-librarians that have the equivalent of 9.0 UBC units or more, a library diploma or a Masters degree in Education or Library Science. The average for elementary teacher-librarians that have this training is 52.3% and for secondary teacher-librarians it is 73.9%. The lack of formal training at the elementary level may be partially due to many part-time positions, but it is certainly cause for concern in light of the philosophy stated in the new Ministry publication, Developing Independent Learners.

ELEMENTARY PROFESSIONAL STAFFING

	District	Response	T-L per 1000	% BCTF St.	Prep No. & %		Cler.Hrs. /wk/1000	% BCTF St.	% Trained
27	CARIBOO-CHILCOT	10/18	3.13	50	0	0	37.81	0	40
54	BULKLEY VALLEY	7/7	3.1	Not rep.	4	16.9	42	Not rep.	50
10	ARROW LAKES	5/5	3.07	0	0	0	89.74	33	60
18	GOLDEN	5/5	3.06	40	2	17.5	38.5	0	20
17	PRINCETON	3/3	3.05	0	3	30	10.9	0	0
26	N. THOMPSON	4/4	3	50	2	37	62.8	0	0
28	QUESNEL	16/16	2.98	25	11	38	7.2	0	42
60	PEACE RIVER NO.	9/9	2.9	67	2	4.2	86.4	44	25
72	CAMPBELL RIVER	16/16	2.84	13	0	0	25.13	0	69
13	KETTLE VALLEY	6/6	2.82	0	0	0	98.59	100	100
45	W. VANCOUVER	11/11	2.73	0	2	2.8	15.9	0	73
4	WINDERMERE	6/6	2.72	0	3	11	59	0	67
42	MAPLE RIDGE	23/24	2.67	39	0	0	10.6	0	63
38	RICHMOND	26/36	2.658	27	0	0	0.31	0	77
33	CHILLIWACK	20/20	2.63	20	3	2.1	7.6	0	75
9	CASTLEGAR	5/6	2.62	0	2	1.2	64.15	0	60
1	FERNIE	7/7	2.6	30	7	72	17.86	0	71
52	PRINCE RUPERT	8/8	2.57	25	4	16	93.1	87.5	20
31	MERRITT	5/5	2.56	0	2	7	0	0	100
47	POWELL RIVER	7/7	2.52	14	6	40.7	0	0	71
80	KITIMAT	5/5	2.52	0	3	12.6	89.13	20	60
16	KEREMEOS	1/1	2.5	0	1	50	55	0	0
75	MISSION	14/15	2.5	21	1	4	6.9	0	57
39	VANCOUVER	89/90	2.48	36	0	0	18.84	2	95
70	ALBERNI	14/14	2.47	0	4	5.36	2.72	0	79
12	GRAND FORKS	3/3	2.4	0	0	0	42.33	0	66
65	COWICHAN	16/16	2.4	0	1	5	0	0	75
68	NANAIMO	32/32	2.4	3	2	0.82	14.1	0	94
40	NEW WESTMINSTER	9/9	2.39	22	5	30	30	0	Not rep.
57	PRINCE GEORGE	45/45	2.36	2	5	1.3	32.03	0	62
15	PENTICTON	7/11	2.3	0	7	35	23	0	100
48	HOWE SOUND	9/9	2.3	0	0	0	38.9	0	60
23	CENT. OKANAGAN	35/36	2.28	6	0	0	71.11	14	94
46	SUNSHINE COAST	9/9	2.25	22	4	10.6	56	0	22
66	LAKE COWICHAN	5/5	2.23	0	2	25	37.09	0	20
19	REVELSTOKE	5/5	2.2	0	0	0	11.1	40	60
44	N. VANCOUVER	33/33	2.2	12	9	4.09	12.3	0	45.5
77	SUMMERLAND	3/3	2.2	33	1	0.03	94.3	33	100
89	SHUSWAP	18/18	2.19	0	9	4.7	36.7	0	30
61	GREATER VICTORIA	29/39	2.11	14	23	43	14.7	0	59
2	CRANBROOK	8/8	2.1	37	1	2	6.3	0	63
34	ABBOTSFORD	15/31	2.1	6	2	1.5	20.7	0	Not rep.
76	AGASSIZ-HARRISO	2/2	2.09	0	0	0	11.62	0	100
88	TERRACE	13/13	2.09	0	0	0	55.8	0	Not rep.
41	BURNABY	37/37	2.08	0	4	1.16	1.21	0	90
37	DELTA	23/24	2.03	0	7	6.5	0.45	0	84
14	SO. OKANAGAN	4/4	2	0	4	41	48	0	0
59	PEACE RIVER SO.	14/18	2	7	1	17	50	7	38

ELEMENTARY PROFESSIONAL STAFFING (continued)

	District	Response	T-L per 1000	% BCTF St.	Prep. No. &	%	Cler. Hrs. /wk/1000	% BCTF St.	% Trained
43	COQUITLAM	46/46	1.98	2	36	33.4	8.14	0	65
56	NECHAKO	8/8	1.9	12	0	0	66	38	50
11	TRAIL	10/10	1.88	0	0	0	51.36	0	90
24	KAMLOOPS	28/40	1.8	7	24	37	49.8	4	57
69	QUALICUM	8/8	1.785	0	0	0	44	0	25
32	HOPE	5/5	1.77	0	3	51	80.7	20	100
7	NELSON	11/11	1.72	0	4	8	16	9	0
30	SO. CARIBOO	6/6	1.6	33	2	52	106.25	67	17
86	CRESTON-KASLO	7/7	0.91	0	1	4	113.6	Not rep.	14
62	SOOKE	11/16	0.9	0	3	11	23	0	55
63	SAANICH	11/13	0.87	0	0	0	34.8	0	20
71	COURTENAY	16/16	0.86	0	0	0	92	38	31
3	KIMBERLEY								
21	ARMSTRONG								
22	VERNON								
29	LILLOOET								
35	LANGLEY								
49	CENTRAL COAST								
50	QUEEN CHARLOTTE IS.								
55	BURNS LAKE								
64	GULF ISLANDS								
81	FORT NELSON								
84	VANCOUVER IS. WEST								
85	VANC. IS. NORTH								
87	STIKINE								
92	NISGHA								

SECONDARY PROFESSIONAL STAFFING

District	Response	T-L per 1000	% BCTF St.	Prep No. &	%	Cler. Hrs. /wk/1000	% BCTF St.	% Trained
ARROW LAKES	2/2	3.12	100	0	0	80.46	50	50
AGASSIZ-HARRIS	1/1	2.86	100	0	0	0	0	100
MERRITT	1/2	2.7	0	0	0	0	0	100
WINDERMERE	2/2	2.31	0	0	0	52.3	0	100
STIKINE	3/3	2.28	0	0	0	75.8	0	33
FERNIE	4/4	2.27	50	2	8.63	14.39	0	75
KETTLE VALLEY	1/1	2.27	0	0	0	159.09	100	0
PRINCETON	1/1	2.2	0	0	0	0	0	100
BULKLEY VALLE	3/3	2.1	0	0	0	50	0	33
HOWE SOUND	3/3	2.09	0	0	0	28.7	0	50
GRAND FORKS	1/1	2	0	0	0	70	0	100
GOLDEN	1/1	2	0	0	0	0	0	100
NECHAKO	3/3	2	0	0	0	70.2	0	100

SECONDARY PROFESSIONAL STAFFING (Continued)

District	Response	T-L per 1000	% BCTF St.	Prep No. &	%	Cler. Hrs. /wk/1000	% BCTF St.	% Trained
PEACE RIVER N.	7/7	2	30	2	2	92.4	70	30
HOPE	2/2	1.94	0	0	0	108.8	100	100
N. THOMPSON	1/1	1.9	0	0	0	84	0	100
SUNSHINE CST.	3/3	1.9	0	0	0	49	0	67
CRANBROOK	3/3	1.8	0	0	0	15	0	100
LILLOOET	1/1	1.8	0	0	0	95	100	100
MAPLE RIDGE	4/4	1.78	0	0	0	37.8	0	100
SHUSWAP	5/5	1.78	0	0	0	37.5	0	100
ALBERNI	5/5	1.77	0	0	0	32.95	0	83
PRINCE GEORGE	11/11	1.75	0	1	1	45.21	0	56
CASTLEGAR	2/2	1.73	0	0	0	49.62	0	50
CAMPBELL RIV.	6/6	1.71	0	0	0	48.76	0	50
KAMLOOPS	9/10	1.66	0	2	2	55.33	11	77
POWELL RIVER	4/4	1.66	0	1	0.005	1.54	0	50
NELSON	5/5	1.65	20	0	0	64.38	20	40
LAKE COWICHAN	1/1	1.64	0	0	0	95.89	100	100
SO. OKANAGAN	1/2	1.6	0	0	0	28.3	0	100
REVELSTOKE	1/1	1.6	0	0	0	56.4	0	100
QUESNEL	3/3	1.6	33	0	0	18.66	0	50
SUMMERLAND	1/1	1.6	0	0	0	56	0	100
TRAIL	3/3	1.59	0	0	0	54	0	100
KEREMEOS	1/1	1.55	0	0	0	88.8	0	0
NEW WEST.	1/1	1.52	0	0	0	47.4	0	Not rep.
PENTICTON	3/3	1.5	0	0	0	39	0	Not rep.
PEACE RIVER S.	5/5	1.5	0	0	0	68	30	80
CENT. OKANAG.	9/9	1.45	0	0	0	44.53	0	100
COWICHAN	4/5	1.45	0	0	0	13.4	0	100
GRTR. VICTORIA	13/14	1.43	0	1	3.7	30	0	50
CRESTON-KAS	3/3	1.43	0	0	0	100	100	40
CARIBOO-CH'N	2/5	1.42	0	0	0	24.7	0	100
PRINCE RUPERT	2/2	1.37	0	0	0	45.7	0	0
W. VANCOUVER	3/3	1.35	0	0	0	46.5	0	100
CHILLIWACK	6/6	1.34	0	0	0	49.87	0	100
SAANICH	6/6	1.3	0	0	0	37.3	0	67
QUALICUM	4/4	1.3	0	0	0	32.2	0	67
VANCOUVER	18/18	1.26	13	0	0	35.13	13	100
COQUITLAM	12/12	1.2	0	0	0	49	15	92
NANAIMO	6/6	1.2	0	0	0	10	0	78
RICHMOND	7/9	1.19	0	0	0	17.83	0	57
SURREY	15/15	1.17	6	0	0	16.27	0	94
N. VANCOUVER	7/7	1.1	0	0	0	25.7	0	100
DELTA	8/8	1.09	0	0	0	25.96	0	87.5
SOOKE	4/4	1.07	0	0	0	30.4	0	75
BURNABY	6/6	1	0	0	0	27.2	0	100
KITIMAT	1/1	0.98	0	0	0	68.49	0	100
ABBOTSFORD	5/5	0.94	0	0	0	28.3	0	100
MISSION	2/2	0.92	0	0	0	32.3	0	100

SECONDARY PROFESSIONAL STAFFING (Continued)

District	Response	T-L per 1000	% BCTF St.	Prep No. &	%	Cler. Hrs /wk/1000	% BCTF St.	% Trained	
TERRACE	6/6	0.61	0	1	2	28.7	33	Not rep.	
SO. CARIBOO	3/3	0		0	0	0	191	33	0
KIMBERLEY									
ARMSTRONG									
VERNON									
LANGLEY									
CENTRAL COAST									
QUEEN CHARLOTTE IS.									
BURNS LAKE									
GULF ISLANDS									
COURTENAY									
FORT NELSON									
VANC. ISLAND W.									
VANC. ISLAND N.									
NISGHA									

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in the library resource centres of B.C. are:

Students	**Library Clerical Hours Per Week**
101-400	17.5 hours or more
401-700	35 hours or more
701-1000	52.5 hours or more
1001-1400	70 hours or more
1401 - +	87.5 hours or more

The average for the 931 elementary library resource centres was 27.73 hours of clerical time per week per 1000 students; 9.4% meet the BCTF minimum criteria for clerical staffing. The average for the 236 secondary library resource centres was 48.76 hours clerical time per week per 1000 students; 12.5% meet the minimum criteria.

In both elementary and secondary schools, the average hours of clerical time decreased from last year. In elementary the decrease was significant, down from 42.94 hours last year; this is a difference of approximately 15 hours per week. In secondary it was down from 49.73 hours which is a difference of less than 1 hour per week.

Again the question as to whether this was a change in clerical staffing from last year was not included since a change could be the result of various factors.

ELEMENTARY CLERICAL TIME

District	Response	T-L per 1000	% BCTF St.	Cler. Hrs. /wk/1000	% BCTF St.
CRESTON-KASLO	7/7	0.91	0	113.6	Not rep.
SO. CARIBOO	6/6	1.6	33	106.25	67
KETTLE VALLEY	6/6	2.82	0	98.59	100
SUMMERLAND	3/3	2.2	33	94.3	33
PRINCE RUPERT	8/8	2.57	25	93.1	87.5
COURTENAY	16/16	0.86	0	92	38
ARROW LAKES	5/5	3.07	0	89.74	33
KITIMAT	5/5	2.52	0	89.13	20
PEACE RIVER NO.	9/9	2.9	67	86.4	44
HOPE	5/5	1.77	0	80.7	20
CENT. OKANAGAN	35/36	2.28	6	71.11	14
NECHAKO	8/8	1.9	12	66	38
CASTLEGAR	5/6	2.62	0	64.15	0
N. THOMPSON	4/4	3	50	62.8	0
WINDERMERE	6/6	2.72	0	59	0
SUNSHINE COAST	9/9	2.25	22	56	0
TERRACE	13/13	2.09	0	55.8	0
KEREMEOS	1/1	2.5	1	55	0
TRAIL	10/10	1.88	0	51.36	0
PEACE RIVER SO.	14/18	2	7	50	7
KAMLOOPS	28/40	1.8	7	49.8	4
SO. OKANAGAN	4/4	2	0	48	0
QUALICUM	8/8	1.785	0	44	0
GRAND FORKS	3/3	2.4	0	42.33	0
BULKLEY VALLEY	7/7	3.1	Not rep.	42	Not rep.
HOWE SOUND	9/9	2.3	0	38.9	0
GOLDEN	5/5	3.06	40	38.5	0
CARIBOO-CHILCO	10/18	3.13	50	37.81	0
LAKE COWICHAN	5/5	2.23	0	37.09	0
SHUSWAP	18/18	2.19	0	36.7	0
SAANICH	11/13	0.87	0	34.8	0
PRINCE GEORGE	45/45	2.36	2	32.03	0
NEW WEST.	9/9	2.39	22	30	0
CAMPBELL RIVER	16/16	2.84	13	25.13	0
PENTICTON	7/11	2.3	0	23	0
SOOKE	11/16	0.9	0	23	0
ABBOTSFORD	15/31	2.1	6	20.7	0
VANCOUVER	89/90	2.48	36	18.84	2
FERNIE	7/7	2.6	30	17.86	0
NELSON	11/11	1.72	0	16	9
W. VANCOUVER	11/11	2.73	0	15.9	0
SURREY	76/76	1.81	0	15.82	0
GRTR. VICTORIA	29/39	2.11	14	14.7	0
NANAIMO	32/32	2.4	3	14.1	0
N. VANCOUVER	33/33	2.2	12	12.3	0
AGASSIZ-HARRI	2/2	2.09	0	11.62	0
REVELSTOKE	5/5	2.2	0	11.1	40
PRINCETON	3/3	3.05	0	10.9	0

ELEMENTARY CLERICAL TIME (Continued)

District	Response	T/L per 1000	% BCTF St.	Cler. Hrs. /wk/1000	% BCTF St.
MAPLE RIDGE	23/24	2.67	39	10.6	0
COQUITLAM	46/46	1.98	2	8.14	0
CHILLIWACK	20/20	2.63	20	7.6	0
QUESNEL	16/16	2.98	25	7.2	0
MISSION	14/15	2.5	21	6.9	0
CRANBROOK	8/8	2.1	37	6.3	0
ALBERNI	14/14	2.47	0	2.72	0
BURNABY	37/37	2.08	0	1.21	0
DELTA	23/24	2.03	0	0.45	0
RICHMOND	26/36	2.658	27	0.31	0
MERRITT	5/5	2.56	0	0	0
POWELL RIVER	7/7	2.52	14	0	0
COWICHAN	16/16	2.4	0	0	0
KIMBERLEY					
ARMSTRONG					
VERNON					
LILLOOET					
LANGLEY					
CENTRAL COAST					
QUEEN CHARLOTTE IS.					
BURNS LAKE					
GULF ISLANDS					
FORT NELSON					
VANCOUVER IS. WEST					
VANC. IS. NORTH					
STIKINE					
NISGHA					

SECONDARY CLERICAL TIME

District	Response	T-L per 1000	% BCTF St.	Cler. Hrs. /wk/1000	% BCTF St.
30 SO. CARIBOO	3/3	0	0	191	33
13 KETTLE VALLEY	1/1	2.27	0	159.09	100
32 HOPE	2/2	1.94	0	108.8	100
86 CRESTON-KAS	3/3	1.43	0	100	100
66 LAKE COWICHAN	1/1	1.64	0	95.89	100
29 LILLOOET	1/1	1.8	0	95	100
60 PEACE RIVER N.	7/7	2	30	92.4	70
16 KEREMEOS	1/1	1.55	0	88.8	0
26 N. THOMPSON	1/1	1.9	0	84	0
10 ARROW LAKES	2/2	3.12	100	80.46	50
87 STIKINE	3/3	2.28	0	75.8	0
56 NECHAKO	3/3	2	0	70.2	0
12 GRAND FORKS	1/1	2	0	70	0
80 KITIMAT	1/1	0.98	0	68.49	0

District	Response	T-L per 1000	% BCTF St.	Cler. Hrs. /wk/1000	% BCTF St.
59 PEACE RIVER S.	5/5	1.5	0	68	30
7 NELSON	5/5	1.65	20	64.38	20
19 REVELSTOKE	1/1	1.6	0	56.4	0
77 SUMMERLAND	1/1	1.6	0	56	0
24 KAMLOOPS	9/10	1.66	0	55.33	11
11 TRAIL	3/3	1.59	0	54	0
4 WINDERMERE	2/2	2.31	0	52.3	0
54 BULKLEY VALLE	3/3	2.1	0	50	0
33 CHILLIWACK	6/6	1.34	0	49.87	0
9 CASTLEGAR	2/2	1.73	0	49.62	0
46 SUNSHINE CST.	3/3	1.9	0	49	0
43 COQUITLAM	12/12	1.2	0	49	15
72 CAMPBELL R.	6/6	1.71	0	48.76	0
40 NEW WEST.	1/1	1.52	0	47.4	0
45 W. VANCOUVER	3/3	1.35	0	46.5	0
52 PRINCE RUPERT	2/2	1.37	0	45.7	0
57 PRINCE GEORGE	11/11	1.75	0	45.21	0
23 CENT. OKANAG.	9/9	1.45	0	44.53	0
15 PENTICTON	3/3	1.5	0	39	0
42 MAPLE RIDGE	4/4	1.78	0	37.8	0
89 SHUSWAP	5/5	1.78	0	37.5	0
63 SAANICH	6/6	1.3	0	37.3	0
39 VANCOUVER	18/18	1.26	13	35.13	13
70 ALBERNI	5/5	1.77	0	32.95	0
75 MISSION	2/2	0.92	0	32.3	0
69 QUALICUM	4/4	1.3	0	32.2	0
62 SOOKE	4/4	1.07	0	30.4	0
61 GRTR. VICTORIA	13/14	1.43	0	30	0
48 HOWE SOUND	3/3	2.09	0	28.7	0
88 TERRACE	6/6	0.61	0	28.7	33
14 SO. OKANAGAN	1/2	1.6	0	28.3	0
34 ABBOTSFORD	5/5	0.94	0	28.3	0
41 BURNABY	6/6	1	0	27.2	0
37 DELTA	8/8	1.09	0	25.96	0
44 N. VANCOUVER	7/7	1.1	0	25.7	0
27 CARIBOO-CH'N	2/5	1.42	0	24.7	0
28 QUESNEL	3/3	1.6	33	18.66	0
38 RICHMOND	7/9	1.19	0	17.83	0
36 SURREY	15/15	1.17	6	16.27	0
2 CRANBROOK	3/3	1.8	0	15	0
1 FERNIE	4/4	2.27	50	14.39	0
65 COWICHAN	4/5	1.45	0	13.4	0
68 NANAIMO	6/6	1.2	0	10	0
47 POWELL RIVER	4/4	1.66	0	1.54	0
76 AGASSIZ-HARRI	1/1	2.86	100	0	0
31 MERRITT	1/2	2.7	0	0	0
17 PRINCETON	1/1	2.2	0	0	0
18 GOLDEN	1/1	2	0	0	0

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since there are a variety of ways that budgets are determined. The figures given include monies allocated for student resources but may also include teacher recources, library and audio-visual supplies. It does not include extra funding from special project grants or from parent fund-raising, etc.

The average budget for elementary resource centres is $19.80 per student, a $1.75 decrease over last year. Of the 858 elementary schools that reported budget figures, 300 schools indicated an increase in their budgets, 181 indicated a decrease and 377 indicated that there was no change.

The average secondary budget is $22.30 per student, the same as last year. Of the 252 secondary schools reporting, 78 schools indicated an increase in their budgets, 59 indicated a decrease and 115 indicated that there was no change.

21.6% of the schools reported a budget decrease for this year and 44.3% reported no change. Once again, most school districts are not keeping pace with the increased cost of resources and the impact of the GST.

ELEMENTARY BUDGETS

	District	Response	$ per student	I-D-S
86	CRESTON-KASLO	7 of 7	$59.39	7-0-0
26	N. THOMPSON	4 of 4	$34.25	4-0-0
4	WINDERMERE	6/6	$33.43	4-0-2
59	PEACE RIVER SO.	14/18	$31.21	Not rep.
16	KEREMEOS	1/1	$30.00	1-0-0
77	SUMMERLAND	3/3	$30.00	0-0-3
23	CENT. OKANAGAN	35/36	$29.77	35-0-0
30	SO. CARIBOO	6/6	$28.00	2-1-3
10	ARROW LAKES	5/5	$27.15	4-0-1
12	GRAND FORKS	3/3	$27.00	1-0-2
52	PRINCE RUPERT	8/8	$26.30	0-0-8
54	BULKLEY VALLEY	7/7	$26.00	0-0-7
13	KETTLE VALLEY	6/6	$25.35	6-0-0
46	SUNSHINE COAST	9/9	$23.70	0-1-8
60	PEACE RIVER NO.	9/9	$23.56	1-1-7
27	CARIBOO-CHILCOT	10/18	$23.00	10-0-0
80	KITIMAT	5/5	$22.62	3-2-0
28	QUESNEL	16/16	$22.53	9-2-5
76	AGASSIZ-HARRIS	2/2	$22.00	0-0-2
39	VANCOUVER	89/90	$21.45	89-0-0
45	W. VANCOUVER	11/11	$21.35	11-0-0
18	GOLDEN	5/5	$21.22	4-0-1
56	NECHAKO	8/8	$21.00	0-0-7
66	LAKE COWICHAN	5/5	$20.83	2-0-3
47	POWELL RIVER	7/7	$20.57	4-0-3
75	MISSION	14/15	$20.57	4-8-2
14	SO. OKANAGAN	4/4	$20.00	0-0-4
19	REVELSTOKE	5/5	$20.00	2-0-3
70	ALBERNI	14/14	$19.25	9-2-3
48	HOWE SOUND	9/9	$18.50	3-1-5
17	PRINCETON	3/3	$18.40	3-0-0

	District	Response	$ per student	I-D-S
33	CHILLIWACK	20/20	$18.32	6-2-12
32	HOPE	5/5	$18.15	0-0-5
15	PENTICTON	7/11	$18.00	0-2-5
72	CAMPBELL RIVER	16/16	$18.00	0-0-16
62	SOOKE	11/16	$17.42	0-1-2
24	KAMLOOPS	28/40	$17.00	0-1-27
44	N. VANCOUVER	33/33	$16.18	0-33-0
71	COURTENAY	16/16	$15.78	6-4-6
57	PRINCE GEORGE	45/45	$15.60	7-6-32
61	GREATER VICTORIA	29/39	$15.60	3-10-9
37	DELTA	23/24	$15.37	11-1-7
31	MERRITT	5/5	$14.77	2-1-2
89	SHUSWAP	18/18	$14.60	2-12-0
9	CASTLEGAR	5/6	$14.58	1-3-1
88	TERRACE	13/13	$14.28	2-1-7
41	BURNABY	37/37	$14.11	0-0-37
1	FERNIE	7/7	$13.84	1-0-6
43	COQUITLAM	46/46	$13.78	30-12-3
7	NELSON	11/11	$13.76	4-1-6
36	SURREY	76/76	$12.94	0-0-76
2	CRANBROOK	8/8	$12.87	1-1-6
40	NEW WESTMINSTER	9/9	$12.29	2-4-1
68	NANAIMO	32/32	$12.17	0-29-3
11	TRAIL	10/10	$11.86	2-1-7
65	COWICHAN	16/16	$11.86	0-0-1
38	RICHMOND	26/36	$10.58	1-8-3
69	QUALICUM	8/8	$10.00	0-2-3
63	SAANICH	11/13	$9.46	0-10-1
34	ABBOTSFORD	15/31	$8.05	1-2-8
42	MAPLE RIDGE	23/24	$7.90	0-18-3
3	KIMBERLEY			
21	ARMSTRONG			
22	VERNON			
29	LILLOOET			
35	LANGLEY			
49	CENTRAL COAST			
50	QUEEN CHARLOTTE IS.			
55	BURNS LAKE			
64	GULF ISLANDS			
81	FORT NELSON			
84	VANCOUVER IS. WEST			
85	VANC. IS. NORTH			
87	STIKINE			
92	NISGHA			

SECONDARY BUDGETS

	District	Response	$ per student	I-D-S
86	CRESTON-KASL	3/3	$52.17	3-0-0
87	STIKINE	3/3	$48.96	0-1-1
77	SUMMERLAND	1/1	$39.00	0-0-1
30	SO. CARIBOO	3/3	$38.77	0-0-3
46	SUNSHINE CST.	3/3	$36.20	1-0-2
26	N. THOMPSON	1/1	$33.90	1-0-0
4	WINDERMERE	2/2	$31.37	0-0-2
52	PRINCE RUPERT	2/2	$31.29	1 1-0
12	GRAND FORKS	1/1	$31.20	1-0-0
29	LILLOOET	1/1	$30.00	1-0-0
16	KEREMEOS	1/1	$29.87	0-0-5
10	ARROW LAKES	2/2	$28.71	2-0-0
28	QUESNEL	3/3	$27.94	1-0-2
23	CENT. OKANAG	9/9	$27.66	9-0-0
13	KETTLE VALLEY	1/1	$27.27	Not rep.
54	BULKLEY VALLE	3/3	$26.00	0-0-3
32	HOPE	2/2	$25.30	0-0-2
59	PEACE RIVER S.	5/5	$24.00	Not rep.
27	CARIBOO-CH'N	2/5	$23.00	2-0-0
56	NECHAKO	3/3	$23.00	0-0-3
31	MERRITT	1/2	$22.90	0-0-1
15	PENTICTON	3/3	$22.00	0-0-7
48	HOWE SOUND	3/3	$22.00	1-0-2
24	KAMLOOPS	9/10	$21.44	4-1-4
45	W. VANCOUVER	3/3	$21.35	3-0-0
14	SO. OKANAGAN	1/2	$21.00	1-0-0
43	COQUITLAM	12/12	$20.45	7-4-1
17	PRINCETON	1/1	$20.00	1-0-0
19	REVELSTOKE	1/1	$20.00	0-0-1
75	MISSION	2/2	$20.00	0-0-2
33	CHILLIWACK	6/6	$19.54	2-0-4
57	PRINCE GEORGE	11/11	$19.53	2-2-7
88	TERRACE	6/6	$19.05	2-0-4
62	SOOKE	4/4	$18.50	0-2-0
7	NELSON	5/5	$18.21	0-2-0
44	N. VANCOUVER	7/7	$18.08	0-7-0
72	CAMPBELL R.	6/6	$18.00	0-0-6
63	SAANICH	6/6	$17.98	1-1-4
1	FERNIE	4/4	$17.82	1-1-2
47	POWELL RIVER	4/4	$17.35	3-1-0
66	LAKE COWICHAN	1/1	$17.34	1-0-0
9	CASTLEGAR	2/2	$17.19	0-2-0
76	AGASSIZ-HARRI	1/1	$17.14	1-0-0
65	COWICHAN	4/5	$17.13	0-0-4
36	SURREY	15/15	$17.00	0-0-15
70	ALBERNI	5/5	$16.83	2-0-2
80	KITIMAT	1/1	$16.58	1-0-0
37	DELTA	8/8	$15.94	1-2-5
41	BURNABY	6/6	$15.55	0-6-0

	District	Response	$ per student	I-D-S
61	GRTR. VICTORIA	13/14	$15.06	1-6-6
11	TRAIL	3/3	$15.04	0-1-1
89	SHUSWAP	5/5	$14.00	0-0-5
2	CRANBROOK	3/3	$13.60	0-2-1
40	NEW WEST.	1/1	$13.56	0-1-0
38	RICHMOND	7/9	$13.02	1-4-0
69	QUALICUM	4/4	$12.50	0-1-3
68	NANAIMO	6/6	$12.40	0-6-0
18	GOLDEN	1/1	$12.00	0-0-1
42	MAPLE RIDGE	4/4	$11.64	0-2-2
34	ABBOTSFORD	5/5	$9.95	1-3-1
3	KIMBERLEY			
21	ARMSTRONG			
22	VERNON			
35	LANGLEY			
49	CENTRAL COAST			
50	QUEEN CHARLOTTE IS.			
55	BURNS LAKE			
64	GULF ISLANDS			
71	COURTENAY			
81	FORT NELSON			
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92	NISGHA			

THE SCHOOL LIBRARY PROGRAM

Teacher-Librarian Resource Manual

An interim manual (program handbook) designed to assist school-based teacher-librarians develop and implement learner-centred School Library Programs.

The Teacher-Librarian Resource Manual has the following purposes:

- To enhance understanding of the School Library Program.
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- To provide a variety of strategies to assist teacher-librarians develop and implement learner-centred School Library Programs.

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Fitzhenry and Whiteside Ltd., 36-11491 7th Ave., Richmond, BC, V7E 4J5, Leslie Carson (604) 275-6411, (BUS. & FAX), 274-7213 (Home).

French Language Resources, Box 2340 - 184 W. 2nd Avenue, Qualicum Beach, BC, VOR 2TO, David Walsh (604) 752-5355; FAX (604) 752-5321.

Gage Educational Publishing, 2244 West Keith Rd., North Vancouver, BC, V7P 1Z5, Peter Donkers (604) 987-4652 (work) (604) 983-3439 (Home).

Ginn Publishing Canada Ltd., 11100 72A Avenue, North Delta, BC, V4C 1A1, Karen Gerber (604) 597-0994. Toll free (800) 361-6128.

Ginn and Company, 2871 Mara Drive, Coquitlam, BC, V3C 5L6, Lorna Temlett (604) 942-5055.

Globe/Modern Curriculum Press, 3771 Victoria Park Avenue, Scarborough, Ontario, M1W 2P9. For local reps, see Prentice Hall/Globe Modern Toll-free (800) 263-4005; FAX (416) 497-3637.

Great Pacific News, 2500 Vauxhall Place, Richmond, BC, V6V 1Y8, Shari Hocking (604) 278-4841; FAX (604) 278-5642.

Grolier Limited, 4243 Cedar Drive, R.R. #1, Port Coquitlam, BC, V3C 3V4, Ian Forster (604) 941-2841.

HBJ/Holt Canada, 4353 Greta Street, Burnaby, BC, V5J 1N9, Mark Elliott (604) 432-7748.

HBJ-Holt Canada, 21064 - 91A Ave., Langley, BC, V1M 2C4, Nicola McLaughlin (604) 888-4187.

Houghton Mifflin Canada, Box 35036, Stn. E., Vancouver, BC, V6M 4G1, Barbara Fowler (604) 263-1613.

Howard Greaves, 419 Cambridge Way, Port Moody, BC, V3H 3V1, Howard Greaves (604) 939-4564; FAX (604) 275-0774.

Image Media Services Ltd., 150-12140 Horseshoe Way, Richmond, BC, V7A 4V5, Wayne Groutage (604) 272-7797; Toll free (800) 665-6636; FAX (604) 272-7798.

Insight Media, 10501 - 125B Street, Surrey, BC, V3V 5A8, Ted Goudsward (604) 581-2420.

Irwin Publishing Inc., P.O. Box 26113 6011 #3 Rd, Richmond, BC, V6Y 2E0, Paul Lincke (604) 244-0245.

J & L Macpherson Educational Svcs Ltd., 3030 Collens Hill Rd., Kelowna, BC, V1Z 1P5, John Macpherson (604) 769-4321; FAX (604) 861-5530.

J & M Kool Distributing, 8652 141 Street, Surrey, BC, V3W 0V8, Morris Kool (604) 591-9945; FAX (604) 591-9945 (then press 3).

John Wiley and Sons, 33-9651 Dayton Ave., Richmond, BC, V6Y 3C3, Lee Makos (604) 241-9422; FAX (604) 241-9339.

John Wiley and Sons, 33464 Conway Place, Abbotsford, BC, V2S 2R6, Marian Marsh (604) 854-1235; FAX (604) 854-3763.

John Wiley and Sons, Head Office: 22 Worcester Road Rexdale, Ontario, M9W 1L1, Order Desk (416) 675-3580; FAX (416) 675-6599.

Kidsbooks Educational, 3079 W. Broadway, Vancouver BC, V6K 2G9, Phyllis Simon/Kelly McKinnon (604) 738-5331; FAX (604) 228-9040.

Lynnmour Alphagraphics, 1001 Heritage Boulevard., North Vancouver, BC, V7J 3G7, Gerry Addy (604) 988-4410.

M.D. Angus & Associates Ltd., 2639 Kingsway Avenue, Port Coquitlam, BC, V3C 1T5, Bill Angus (604) 464-7919.

MacDougall Marketing Ltd., 15-11171 Horseshoe Way, Richmond, BC, V7A 4S5, John Levine (604) 275-6551; FAX (604) 275-6577.

Maclean Hunter Library Services, 15-901 West 17th St., North Vancouver, BC, V7P 1V8, Ren speer (604) 985-5392; FAX (604) 985-5391.

MacNeill Library Service, 1701 West 3rd Ave., Vancouver, BC, V6J 1K7, Jennifer Love (604) 732-1335; FAX (604) 732-3765.

The Magnetic Way, 250 Queensbury Ave., North Vancouver, BC, V7L 4R7, Pierre Walder (604) 988-7498.

Marc Industries Ltd., Box 3295, Langley, BC, V3A 4R6, Marc Lotzer (604) 530-3123.

Maxwell Macmillan Canada Inc., P.O. Box 8000-394 Abbotsford, BC, V2S 6H1, Melanie Myers (604) 643-8488.

McCracken Educational Services, 17379-21A Ave., Surrey, BC, V4B 5E7, Wendy Rutledge (604) 531-9877.

McGraw-Hill Ryerson Ltd., 3954 S.W. Marine Drive, Vancouver, BC, V6N 4A3, Verlee Whitehead (604) 266-0201.

McGraw-Hill Ryerson Ltd., 1107 Heritage Boulevard, North Vancouver, BC, V7J 3G8, Russ Breakey (604) 984-3119; FAX (604) 980-5917 (c/o Cadet Stationary).

Megland Industries, 150-2700 Simpson Rd., Richmond, BC, V6X 2R1, Bob Meggy (604) 270-7722; FAX (604) 270-9158.

Michael Preston Associates, 94 Asquith Ave., Toronto, Ontario, M4W 1J8, Michael Preston (416) 925-3577.

Mind Resources Inc., P.O. Box 126, Kitchener, Ont., N2G 3W9, Bob Kahl (519) 895-0330; FAX (519) 895-0331.

Muffy Two, 33779 Essendene Avenue, Abbotsford, BC, V2S 2H1, Marilyn McClinton (604) 859-1103.

National Geographic Society, #210 - 211 Watline, Mississauga, Ontario, L4Z 1P3, Robert Graham (416) 890-1111.

Nelson Canada, Unit 16 - 11191 Horseshoe Way, Richmond, BC, V7A 4S5, Holly Steiner/Chris Kearney (604) 275-3371 or Toll free (800) 561-6777; FAX (604) 275-3056.

Nelson Canada - Library PLUS*, 198-3031 Williams Road, Richmond, BC, V7E 4G1, Janice Bobroske (604) 241-9091.

Omega Films Ltd., 1581 Longwood Road, Cowichan Bay, BC, V0R 1N0, Mandy Richards, 746-8663.

Oxford University Press, 1805-4288 Grange Street, Burnaby, BC, V5H 1P2, Darlene Wright, 431-0527.

Oxford University Press, 70 Wynford Drive, Don Mills, Ontario, M3C 1J9, Hans Mills, (416) 441-2941.

Pac-Rim Book Services, 419 Cambridge Way, Port Moody, BC, V3H 3V1, Howard Greaves, 275-5000; FAX 275-0774.

PAPER, 4712 Nelson Road NW, Calgary, Alberta, T2K 2L6, President (403) 282-3172.

Pembroke Publishers Ltd., 528 Hood Road, Markham, Ontario, L3R 3K9, Claudia Connolly, (416) 477-0650.

PGN Educational Art Supplies, 50-942 SW Marine Drive, Vancouver, BC, V6P 5Z2, Mark Nicholson, 322-7722, FAX 322-7701.

Pig Tales Books Ltd., 6288-181A Street, Surrey, BC, V3S 4M4, Rick Mulholland, 576-1307.

Prentice-Hall/Globe Modern, 1870 Birchmount Rd., Scarborough, Ont. M1P 2J7, Order Desk (416) 293-3621; FAX (416) 299-2529; Toll-free (800) 567-3800.

Prentice-Hall/Globe Modern, 1142 Blue Heron Crescent, Port Coquitlam, BC, V3B 1X1, Gord Travis, 944-1408; FAX 942-9847.

Prentice-Hall/Globe Modern, 15-6069 Willingdon Ave, Burnaby, BC, V5H 2T9, Robert Kirk, 431-3931.

Pro-Resource Services, 419 Cambridge Way, Port Moody, BC, V3H 3V1, Howard Greaves, 939-4564; FAX 275-0774.

The Resource Centre, P.O. Box 190 Waterloo, Ontario, N2V 3Z9, Neil Gridgeman, 885-0826; FAX 747-5629.

The Rubber Stamp Farm, Box 390 Errington, BC. V0R 1V0, Louise MacDougall, 248-6774.

Scholastic Publications Ltd., 8675-12th Avenue, Burnaby, BC, V3N 2M1, Conrad Noll, 524-4243.

School House Publications, 3949 Elmwood Street, Burnaby, BC, V5G 1R9, Lynda Braun, 436-9122; FAX 436-1875.

Small Fry Originals, P.O. Box 1500 Abbotsford, BC, V2S 7C9, Sue Rees, 854-1614.

Spectrum Educational Supplies Ltd., 2102 Elspeth Place, Port Coquitlam, BC, V3C 1G3, John Morrow, 942-5835.

St-Pierre Agencies, P.O. Box 94087 Richmond, BC. V6Y 2A2, Betty St. Pierre, 940-1125; FAX 940-1126.

Stage Craft, 941-4th Street S.E., Salmon Arm, BC, V1E 4M5, Brenda Spence, 832-9386.

Storyline Books, 2001C Douglas Street, Victoria, BC, V8T 4K9, Allan Miller, 385-3343.

University of Victoria Education Extension, MacLaurin Building, Room 343A, Victoria, BC, V8W 2Y2, Tom Miller, 721-7874.

V.C.W. Designs, 8910 Shaughnessy Street, Vancouver, BC, V6P 3Y5, Louise Dean, 327-1363; FAX 327-1353; Toll-free (800) 663-1343.

Western Educational Activities Ltd., 10929-101 Street, Edmonton, Alberta, T5H 2S7, Tony Wacowceto, (403) 429-1086.

Yukon Department of Education, 1000 Lewes Boulevard, Whitehorse, Yukon, Y1A 3H9, Terry Burns, Learning Resource Centre, (403) 667-3521.

CROSS-REFERENCE

A&C Black, see Maxwell Macmillan Canada Inc.
Abaca Books Inc., see Artel Educ. Res. Ltd.
Abbeville, see Fitzhenry & Whiteside Ltd.
Academic Therapy Pub., see Artel Educ. Res. Ltd.
Aldus Corporation, see Image Media Services Ltd.
Allyn & Bacon, see Prentice-Hall/Globe Modern
AMACOM, see Prentice-Hall/Globe Modern
American School Publishers, see Britannica Learning Materials
American School Publishers, see Gage Educational Publishers
American Tech, see Copp Clark Pitman
Ann Arbor Publications, see Educ. Resources
Annich, see Pig Tales Books Ltd.
Annick/Firefly, see Great Pacific News
Aspen Pub., see Artel Educ. Res. Ltd.
Asquith House Ltd. Publisher, see Michael Preston Associates
Autonomous Learner Pub., see Mind Resources Inc.
Autonomous Learner Pub., see Pac-Rim Book Services
Avon, see Great Pacific News

Bantam, see Great Pacific News
Bartholomew, see Fitzhenry and Whiteside Ltd.
Beagle Bros., see Image Media Services Ltd.
Bearly Ltd., see Mind Resources Inc.
Berol England - Art and Crafts Materials, see PGN Educ. Art Supplies

Betty Lukens Felts, see J&M Kool Distributing
Blackie, see Fitzhenry & Whiteside Ltd.

Boyd & Fraser, see Nelson Canada
BRIMAX, see Pig Tales Books Ltd.
Broderbund Software, see Image Media Services Ltd.

C.D. Rom Hardware & Software, see Canebsco Subscription Services
Cambridge Book Co., see Prentice Hall Canada/ Globe Modern
Cambridge Press, see Irwin Publishing Inc.
Canadisk, see Britannica Learning Materials
Centre for Career Development, see Pro-Resource Services
Charles Bridge Publishers, see Nelson Canada - Library PLUS*
Chelsea House, see Nelson Canada - Library PLUS*
Children's Hospital of San Francisco, see Artel Educ. Res. Ltd.
Claris Canada, see Image Media Services Ltd.
Classiques-Hachette, see Centre Éducatif et Culturel Inc.
Coburn Stickers, see MacDougall Marketing Ltd.
Collins, see Pig Tales Books Ltd.
Compatible Leisure Time Promotions, see Cooperative Learning Materials (CLTP)
Compoz-a-Puzzle, see J&M Kool Distributing
Continental Press, see Artel Educ. Res. Ltd.
Coronet Film & Video, see Prentice-Hall/Globe Modern
CoRT Thinking Prog., see Pac-Rim Book Services
La courte échelle, see Bonjour Books
Cover Craft, see Mind Resources Inc.
Crabtree (paperbacks), see Irwin Publishing Inc.
Creative Learning Press, see Mind Resources Inc.
Creative Publications, see Addison Wesley Publishers Limited
Creative Publications, see Spectrum Educ. Supplies Ltd.
Creative Teaching Press, see Western Educ. Activities Ltd.
Curriculum Associates, see Howard Greaves
Cusinere Corp., see Addison-Wesley Publishers Limited
Cusinere Corp., see Spectrum Educ. Supplies Ltd.

D.O.K., see Artel Educ. Res. Ltd.
D.O.K., see J&M Kool Distributing
D.O.K., see Mind Resources Inc.
Dale Seymour Pub., see Addison-Wesley Publishers Limited
Dale Seymour Pub., see Exclusive Educ. Products
Dale Seymour Pub., see Spectrum Educ. Supplies
Dandylion Publications, see Artel Educ. Res. Ltd.
Davidson Software, see Image Media Services Ltd.
Davis Publications, see Fitzhenry & Whiteside Ltd.
Dell, see Great Pacific News
Delmar, see Nelson Canada
Deux coqs d'or, see Bonjour Books
Deux coqs d'or, see Britannica Learning Materials
Dial Books for Young Readers, see Fitzhenry and Whiteside Ltd.
Dictation Disc Corp., see Copp Clark Pitman
Diffraction Stickers, see MacDougall Marketing Ltd.
Doubleday, see Great Pacific News
Douglas & McIntyre, see Great Pacific News
Douglas & McIntyre, see Nelson Canada
Dowling Miner Magnets, see J&M Kool Distributing
Durkin-Hayes, see Britannica Learning Materials

École Active, see Bonjour Books
École de l'Oisirs, see Bonjour Books
EDCON Group, see Artel Educ. Res. Ltd.
EDCON Group, see Mind Resources
Les Éditions Héritage, see Britannica Learning Materials
Les Éditions Héritage, see Houghton Mifflin Canada
EDMARK Corporation, see Artel Educ. Res. Ltd.
Educational Design, see Artel Educ. Res. Ltd.
Educational Design, see Pro-Resource Services
Educational Development Laboratories (EDI), see Artel Educ. Res. Ltd.
Educational Dimensions, see Britannica Learning Materials

Educational Impressions, see Artel Educ. Res. Ltd.

Educational Impressions, see Mind Resources Inc.
Educational Insights, see Artel Education Resources Ltd.
Educational Insights, see J&M Kool Distributing
Educational Insights, see Mind Resources Inc.
Educators Publishing Service, see Artel Educ. Res. Ltd.
EMC, See Irwin Publishing Inc.
Enviro Canada Series I Course, See J&L MacPherson Educ. Svcs Ltd.
ESP, see Mind Resources Inc.
Ethos Filmstrips, see Pro-Resource Services
Eye-Gate Media, see E.F. Williams Ltd./Nystrom Co.

Fearon Publishers, see Education Unlimited
Fearon Publishers, see Prentice-Hall/Globe Modern

Fearon Publishers, see Western Educ. Activities Ltd.

Focus Media (& Milliken), see Britannica Learning Materials
Forest House Library Bound Books, see Britannica

Learning Materials
Frank Schaffer Publications, see Collins Educ.
Free Spirit Publishing, see Pac-Rim Book Services

Gautier-Languereau, see Britannica Learning Materials
Ginn U.K., see Ginn Publishing Canada Inc.
Glencoe/McGraw-Hill (US), see Maxwell Macmillan Canada Inc.
Globe Book Company, See Prentice-Hall/Globe Modern
Globe/Modern Curr. Press, see Prentice-Hall/Globe Modern
Golden Craft, see Britannica Learning Materials
Golden Educ., see Artel Educ. Res. Ltd.
Good Apple, see Mind Resources Inc.
Good Apple, see Western Educ. Activities
Goodheart Wilcox, see Irwin Publishing Inc.
Greenhaven Press, see Fitzhenry & Whiteside Ltd.
Greenhaven Press, Nelson Canada-Library PLUS*
Groundwood Books (Douglas & McIntyre), see Addison-Wesley Publishers Limited
Groundwood Books (Douglas & McIntyre), see Pig Tales Books Ltd.
Guidance Centre, see Pro-Resource Services

Hachette, see Bonjour Books
Hap Palmer Records, see Education Unlimited
Harcourt Brace Jovanovick, see HBJ-Holt Canada
Harper Collins, see Great Pacific News
Harper Collins, see Howard Greaves
Heinemann Educ. Books, see Irwin Publishing Inc.
Heinemann Educ. Books, see Pig Tales Books Ltd.
Heinle & Heinle, see Nelson Canada
Henry Holt, see Fitzhenry & Whiteside Ltd.
Heritage, see Bonjour Books
High Noon Books, see Artel Educ. Res. Ltd.
Holt Rinehart and Winston, see HBJ-Holt Canada
Howard Sams, see Maxwell Macmillan Canada Ltd.
Humanities Software, see Image Media Services Ltd.
Hurtubise HMH, see Bonjour Books
Hutchinson, see Copp Clark Pitman

IBM Educ. Software, see Image Media Services Ltd.
Idea Materials, see Artel Educ. Res. Ltd.
Incentive Publications, see Western Educ. Activities Ltd.

J. Weston Walsh, see Mind Resources Inc.
J. Weston Walsh, see Western Educ. Activities
Jabberwocky, see Artel Educ. Res. Ltd.
Jacaranda, see John Wiley & Sons
Janson Mathematics, see Gage Educational Publishers
January Productions, see Mind Resources Inc.
Japan Pub., see Fitzhenry & Whiteside Ltd.
Jastak & Assoc., see Artel Educ. Res. Ltd.
Judy / Instructo, see Artel Educ. Res. Ltd.

Key Porter (Owl), see Britannica Learning Materials
Key Porter (Owl), see Michael Preston Associates
Key Porter (School Library), see Copp Clark Pitman
KGR, see Education Unlimited
Kids Can Press, see Great Pacific News
Kids Can Press, see Houghton Mifflin Canada
Kids Can Press, see Pig Tales Books Ltd.
Kids Stuff, see Mind Resources Inc.
Kodansha, see Fitzhenry & Whiteside Ltd.

La courte échelle, see Bonjour Books
Langenscheidt, see Fitzhenry & Whiteside Ltd.
Laubach Literacy of Canada, see Artel Educ. Res. Ltd.
Leadership Publishers, see Mind Resources Inc.
Learning Company, see Image Media Services Ltd.
Learning Links, see Mind Resources Inc.
Learning Tree, see Maclean Hunter Lib. Services
Learning Works, see Collins Educ.
Learning Works, see Mind Resources Inc.
Learning Works, see Western Educ. Activities
Lee Cantor & Assoc., see Mind Resources Inc.
Les Éditions Heritage, see Britannica Learning Materials
Les Éditions Heritage, see Houghton Mifflin Canada
Lester, Orpen & Denys, see Fitzhenry & Whiteside Ltd.
Letraset, see Image Media Services Ltd.
Little Folks Felts, see J&M Kool Distributing
Longman (UK, Australia, US), see Copp Clark Pitman
Lorimer, see Pig Tales Books Ltd.
Louise Kool & Galt, see J&M Kool Distributing
Lucent Books, see Nelson Canada - Library PLUS*

M&T Computer Books, see Prentice-Hall/Globe Modern
MacDonald Publishing, see Mind Resources Inc.
McMillan Canada (school only), see Gage Educ/ Publishers
Macmillan/McGraw-Hall (US), see Maxwell Macmillan Canada Inc.
Mary Glasgow Publications, see The Resource Centre
Math manipulatives, see Exclusive Educ. Products
Mayfield, see Nelson Canada
McDougal, Littell, see Irwin Publishing Inc.
MECC software, see Image Media Services Ltd.
Merrill, see Maxwll Macmillan Canada Inc.
Methuen, see Nelson Canada

Methuen, see Gage Educational PublishersPublishing
Microsoft Books, see Gage Educational Publishers
Microsoft Canada, see Image Media Services Ltd.
Midwest Publications, see Artel Educ. Res. Ltd.
Midwest Publications, see Mind Resources Inc.
Mimosa (Literacy 2000), see Ginn Publishing Canada Inc.
Mind's Eye, see Artel Educ. Res. Ltd.
Ministry of Education Recommended Videos, see Image Media Services Ltd.
Mitchell, see McGraw-Hill Ryerson Ltd.
Modern Curriculum Press, see Prentice-Hall/Globe Modern
Monarch Books Canada, see Pro-Resource Services
Moreland Latchford, Canadian Filmstrips and Video, see Britannica Learning Materials
Motion Works, see Image Media Services Ltd.

Nathan, see Bonjour Books
National Textbook, see Copp Clark Pitman
Nelson (Australia, UK), see Nelson Canada; Nelson Canada - Library PLUS*
Newbury House, See Nelson Canada
Nystrom Instructional Materials, see E.F. Williams Ltd./Nystrom Co.

Opportunities for Learning, see Artel Educ. Res. Ltd.
Opportunities for Learning, see Mind Resources Inc.
Osborne, see McGraw-Hill Ryerson Ltd.

Paradigm Publishing, see Irwin Publishing Inc.
Paul H. Brookes (Special Ed.) see Copp Clark Pitman
Pemmican, see Fitzhenry & Whiteside Ltd.
Penguin Books Canada Ltd., see Great Pacific News
Penguin Books Canada Ltd, Michael Preston Associates
Perfection Learning, see Mind Resources Inc.
Periodicals & Subscriptions (All Publishers), see Canebsco Subscription Services
Phoenix Learning Resources, see McGraw-Hill Ryerson Ltd.
Pitman (UK), see Copp Clark Pitman
Pomegranate Art Posters, see Pac-Rim Book Services
Pop-Buttons, Re-usable Plastic, see J&M Kool Distributing
Prentice-Hall Press, see Prentice-Hall/Globe Modern
Pro Ed, see Artel Educ. Res. Ltd.
Pro Ed, see Mind Resources Inc.
Prologue, see Bonjour Books
PWS Kent, see Nelson Canada

Quarry Press, see Prentice-Hall/Globe Modern
Que, see Maxwell Macmillan Canada Inc.
Quercus, see Prentice-Hall/Globe Modern

Ragweed Press, see Pig Tales Books Ltd.
Raintree Publishers, see Nelson Canada - Library PLUS*
Random House (College), see McGraw-Hill Ryerson Ltd.
Random House, see Great Pacific News
Regents, see Prentice Hall/Globe Modern
Reidmore Books, see Gage Educational Publishers
Rigby (Beginnings, Jellybeans), see Ginn Publishing Canada Inc.
Rinky-Links, see J&M Kool Distributing
Riverside, see Houghton Mifflin Canada
Robert dictionaires, see Bonjour Books
Rubicon, see Copp Clark Pitman

S & S Learning Materials, see Collins Educ.
S & S Learning Materials, see Education Unlimited
S & S Learning Materials, see Howard Greaves
S & S Learning Materials, see Western Educ. Activities Ltd.
Sandylion Stickers, see MacDougall Marketing Ltd.
Schaum Series, see McGraw-Hill Ryerson Ltd.
School Book Fairs Ltd, see Howard Greaves
Science manipulatives, see Exclusive Educ. Products
Scientific Research Associates (SRA), see Gage Educational Publishers
Scott Foresman, see Gage Educational PublishersPub.
Scribner Educ., see Maxwell Macmillan Canada Inc.
See Hear Now! Media, see Prentice-Hall/Globe Modern
Shortland (Story Box), see Ginn Publishing Canada Inc.
Silver Burdett & Ginn, See Ginn Publishing Canada Inc.
Simon & Schuster Young Books, see Nelson Canada - Library PLUS*
Skylight Publications, see Pac-Rim Book Services
Slosson Educ. Publications, see Artel Educ. Res. Ltd.
Sony, see Image Media Services Ltd.
South-Western, see Nelson Canada
Spoken Arts, see Prentice-Hall/Globe Modern
SRA Canada Ltd. (testing), see Michael Preston Associates
St. Martin's Press, see Nelson Canada
Statistics Canada - Statistique Canada, see Britiannica Learning Materials
Steck-Vaughn Library, see Nelson Canada - Library PLUS*
Stoddart, see Pig Tales Books Ltd.
Subscriptions (all publishers) see Canebsco Subscription Services

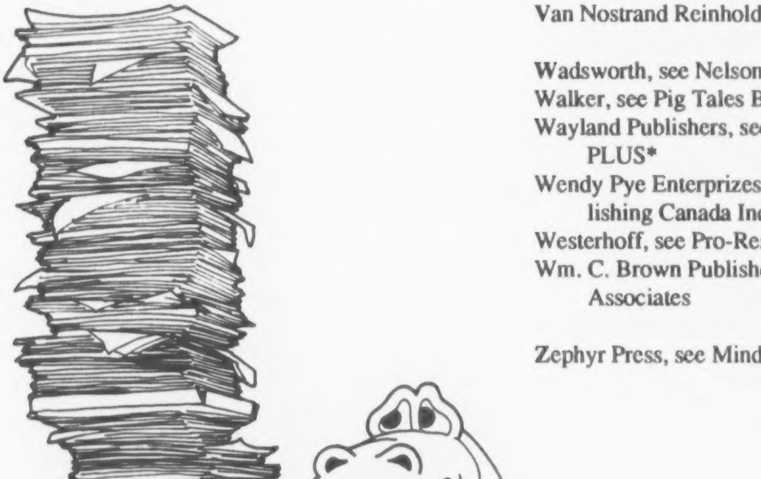
T/Maker, see Image Media Services Ltd.
TAB Books, see McGraw-Hill Ryerson Ltd.
Teacher College Press, see Pro-Resource Services
Teacher Touch Stickers, see MacDougall Marketing Ltd.
Team Valley Brush Manufacturers England, see PGN Educ. Art Supplies
Thomas Nelson U.K. (Modern Languages), see The Resource Centre
Time Life (Educ. Materials only), see Ginn Publishing Canada
Tom Snyder, see Image Media Services Ltd.
Trend Enterprises, see Western Educ. Activities Ltd.
Trillium Press, see Pac-Rim Book Services
TSI Computer Products, see Howard Greaves
Tundra Books, See Houghton Mifflin Canada
Turman Publishing Co., see Artel Educ. Res. Ltd. Ltd
Turman Publishing Co., see Mind Resources Inc.

United Educ. Services, see Artel Educ. Res. Ltd.
United Educ. Services, see Pac-Rim Book Services
University of Michigan Press, see Fitzhenry & Whiteside Ltd.

Van Nostrand Reinhold (UK), see Nelson Canada

Wadsworth, see Nelson Canada
Walker, see Pig Tales Books Ltd.
Wayland Publishers, see Nelson Canada - Library PLUS*
Wendy Pye Enterprizes (Sunshine), see Ginn Publishing Canada Inc.
Westerhoff, see Pro-Resource Services
Wm. C. Brown Publishers Ltd., see Michael Preston Associates

Zephyr Press, see Mind Resources Inc.



BRITISH COLUMBIA LIBRARY ASSOCIATION CONFERENCE 1992
WHISTLER, BC MAY 21 - 24, 1992

CONFERENCE HIGHLIGHTS

BCLA's 1992 conference will be held at the Conference Centre at Whistler. Preconference sessions are scheduled for Thursday, followed by the keynote address and opening reception in the evening. The Annual Meeting will take place on Saturday afternoon.

THEME

The theme of the Conference is "Making the Connection" —with our users, with other institutions, agencies and groups in our communities, and with each other.

THEME SPEAKER

The theme speaker will be Ray Spaxman, a lighly respected consultant in urban design and planning, who will bring his vision of the place and role of the public institution in the community. As director of Planning for the City of Vancouver from 1973 to 1989, Mr. Spaxman spearheaded the city's first Strategic Plan for the Waterfront, Downtown and Historic areas. A winner of many awards, he currently holds faculty positions at UBC and Waterloo University.

PROGRAM

Participants from all types of libraries can create a Conference program touching issues that interest them. Plans are underway for longer sessions this year, covering a wide range:

- Resource sharing among libraries
- Innovations in academic libraries
- Practical skills in connecting with the media
- Problems and concerns of small public libaries
- Campus-wide information systems
- Locating statistical and business information
- Storytelling for young adults
- Video collections for children and adults
- Computer-assisted literacy programming
- Serving non-English speakers

EXHIBITORS

All day Friday and Saturday morning over 50 vendors will exhibit the latest in library materials, supplies, technology and services.

WRITERS' SHOWCASE

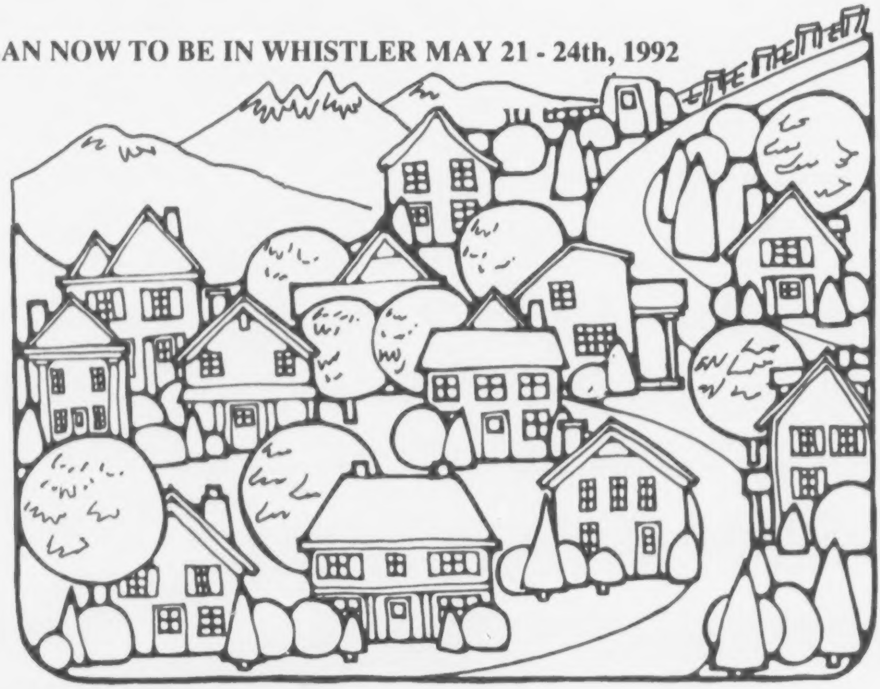
A special feature will be an on-going session—"Connecting with our writers: a B.C. Writers' Showcase." Conference-goers can hear many writers read from their works and experience first hand the B. C. "Writers in Libraries" program.

SOCIAL EVENTS AND SIGHTS

The Conference will provide opportunities to socialize, make new contacts, and explore the Whistler, area. If the sit-down breakfast, luncheons, and the Saturday banquet are not enough, the local hospitality committee plans tours and an off-site evening that are bound to forge connections.

ACCOMMODATION AND TRANSPORTATION

Accommodation is available at the Fairways Hotel or the Delta Mountain Inn. From the Lower Mainland, transportation is surprisingly simple. For those without cars, five buses connect Vancouver and Whistler every day.



PLAN NOW TO BE IN WHISTLER MAY 21 - 24th, 1992

CHAPTER REPORTS

POLITICAL ACTION

Gulf Islands

- Following a district-wide evaluation of our libraries by Don Hamilton we submitted a report to our board.
- Formed a Learning Resource Council.
- Started a major automation project.
- Addressed basic minimum needs regarding library staffing, aide time, district resource centre service problems such as lack of space, no professional direction, centre run by a clerk.

Quesnel

- Our district contract was signed off in Feb., 1991, with the following staffing for library resource centres:

1-100	staff decision
101-200	0.5
210-300	0.6
300+	1.0

- A response was sent in for the Year 2000 Intermediate draft document.
- Senior management was approached regarding the need for clerical aid for elementary librarians—no success.
- Presentation made again to end elementary librarians supplying prep. time for other teachers.

Mission

Our 1990/91 collective agreement gives all teacher-librarians duty-free lunch hours and preparation time. However during bargaining, our local teachers' union suggested that the teacher-librarians could provide prep. time for classroom teachers by providing regularly scheduled library classes! Happily this proposal was quickly squashed with support from teachers, the BCTLA executive and our local teacher-librarians. In March the Mission Teacher-Librarian Association met with the Mission Teachers' Union and the school board to discuss concerns and make recommendations for future development of Mission school library resource centres.

Bulkley Valley

- Teacher-librarian on bargaining committee.
- Association made a presentation to superintendent and principals on role of the teacher-librarian, the necessity for qualified teacher-librarians, flexible scheduling, etc. As a result a joint teacher-librarian/administrator committee was formed to write a district policy.

Abbotsford

- Received a budget from the school board to upgrade print collections.
- Library resource centre policy is waiting to be discussed by the district policy committee.
- Working to increase positive attitude toward teacher-librarians by several members actively involved in district committees, i.e. Professional Development, Primary Program Implementation, Curriculum Development and District Computer Association.

Kamloops

- Letter to negotiating committee outlining concerns and needs.
- Policy presented to school board and accepted.
- School library resource centre policies in place by fall, 1991.
- Input into selection of new resource centre principal.
- Teacher-librarian advisory committee to the superintendent set up to provide input on goals and needs of library resource centres.
- $50,000 allotted to upgrade areas of need and provide pilot projects within district.
- one elementary and one secondary library resource centre were fully automated with the above grant.

Courtenay

Elementary library resource centre programs in our district continue to operate with inadequate staffing. The board hired four teacher-librarians in September, 1988, to cover sixteen elementary schools with the assurance that this was only a first step in upgrading the elementary library resource centre programs. Presentations were made to the board and to the teachers' association, with contract language, as a result of which the assignment was limited to a maximum of two schools. This is a positive step; however the remaining schools are now staffed with 'clerk-librarians', a hybrid position unique to this district. Our district does not have a library resource centre policy regarding staffing, budgets, skills scope and sequence or ordering materials. We are working together with our association to improve library resource centre programs.

New Westminster

- Special emergency funding for library books for upgrading our collections to recover from restraint and to meet the needs of the literature-based and whole language programs in the schools was requested and received for 1990-91.
- Draft policy was sent to the board, but returned in the spring of 1990 with suggestions for revising, eliminating the budget-related items. These revisions were made and formal approval was given by the board in Sept., 1991.
- A letter was sent to NWTA regarding the identification of district priorities pertaining to upgrading of library resource centres and continued implementation of computers and related technology.
- A statement was submitted to the bargaining committee of the NWTA, that teacher-librarian time allocated in each school shall not include time provided to teachers as preparation time.
- We investigated the cost of setting up the Eloquent library automation system, in order to present it to the board; on-going correspondence.
- Several small elementary schools still have teachers with no library training put into teacher-librarian positions.

Fernie

- Our board supported our need of clerical assistance by providing each library resource centre with five hours of clerical time per week.
- Elementary teacher-librarians spend up to 100% of their time providing preparation time for fellow teachers. To encourage cooperative planning and teaching our superintendent has provided an 'optional alternate mean'. This program is successful in some schools.

Powell River

- We were successful in having the district begin automating school library resource centres. One is completed, the second well on its way.
- We worked with the assistant superintendent to create a district library policy which was adopted by the board.
- District created a new administrative position with responsibility for Technology and Resources (including the district resource centre and school library resource centres).
- Teacher-librarians served on the teachers' executive, district Pro-D Committee, Bargaining Committee, and Technology Committee.

Golden

- We formed a chapter after several years of not having enough members to do so. We were officially recognized at the BCTLA Annual General Meeting at Silver Star in April, 1991.
- Our president met with the new superintendent to outline our operations and concerns. The superintendent has since attended a few of our meetings.
- Some of our members sat on the district computer committee. This group recommended to the board that they hire a technician.
- We lobbied successfully to have a teacher-librarian sit on the district curriculum implementation committee.

Cranbrook

- Members active on a ministry committee, accreditation team, school library book purchase plan committee, Pro-D Committee.

Trail

- Lobbied the board to put money into computerized library system at the elementary school, partially as a result of the district-wide needs survey.

Cowichan

- Designed a working and learning conditions survey more relevant to our teaching situation than the CDTA form. These were sent to each teacher-librarian in the district in October.
- Two members made a presentation on cooperative planning at a district principals' meeting in December. It was felt that the meeting was a success, but some principals missed the point that they must take a more active role in promoting cooperative planning.
- In the current contract provision was made for some clerical help for those junior high and middle school teacher-librarians who

had such help before restraint and cutbacks. There is to be one full time clerical assistant hired who will be stationed at the resource centre and will travel to the affected schools on a rotating basis. In addition, from September on these teacher-librarians will have no extra teaching duties; they will become full-time teacher-librarians.

- A proposed job description for teacher-librarians was discussed and several preliminary drafts compiled. The job description was finalized in March and was submitted to the district's Education Committee in April. A copy was also submitted to the CDTA.
- Continuing concerns: use of volunteers in face of CUPE cuts; part time teacher-librarians required to work part of every day; noon hour supervision (all teacher-librarians can be required to be in their library resource centres at lunch time, at the direction of their administrative officers).

CURRICULUM OR PROGRAM DEVELOPMENT

Gulf Islands

- New Learning Resource Council is attempting to have more influence in district policies and programmes.

Quesnel

- Discussion of Year 2000 Intermediate draft.
- Began revision and study of skills scope & sequence
- District level discussion of value of automation of libraries. District needed lots of convincing.

Mission

- District library resource centre automation committee resubmitted a proposal that would see all Mission school library resource centres automated with MacSchool-Library over the next three years. Unfortunately, due to limited funding, our proposal was again turned down. Our district resource center and one elementary school are presently in the process of automating.
- In May all Mission teacher-librarians attended a three-day Ken Haycock Institute on cooperative learning and program planning, presented by Lorraine Fischer.

Abbotsford

- Developing reference skills curriculum.

Kamloops

- Inservice for both teachers and teacher-librarians on cooperative planning including a three-day workshop based on the Ken Haycock model, given by Marianne Trestain, and a two-day workshop leading teacher and teacher-librarian through a cooperative planning day.
- Teacher-librarians are on the advisory committee to the clerk-typist course offered at University College of Cariboo
- Library resource centre automation report presented to school board.

Powell River

- Teacher-librarians attended Primary Program representative meetings on a rotational basis.
- Teacher-librarians participated in Intermediate Program meetings.
- We revised the district's evaluation criteria for teacher-librarians.

Golden

We began researching computerization. Some of us visited Highland Park Library in Armstrong, which uses MacLibrary, and attended automation workshops at the Silver Star conference.

Cranbrook

- Our computer committee reluctantly shelved plan 'A', and suggested a bare essentials plan.

Cowichan

An afternoon workshop for all teacher-librarians was held to familiarize everyone with using the SELECT database as a material selection source. The district resource centre has purchased the rights to use SELECT in our district. It is an annual database developed from reviews in a number of standard reviewing periodicals.

MEETING IDEAS

Gulf Islands

- We had our last meeting catered by a local Thai woman.
- Viewing automation in progress, including CD-ROM Grolier Encyclopedia.

Quesnel

Had very few meetings as many were cancelled in favor of QDTA meetings for political action, either because of stalling of contract negotiations or, after February, because of Bill 82. There were demonstrations and study sessions.

Bulkley Valley

- Re-established regular meetings.
- Speakers to address areas of concern, e.g. district primary helping teacher, computer helping teacher.

Abbotsford

Three day cooperative program planning and teaching workshop. Release time was provided for all teacher-librarians, substitutes provided on request.

Kamloops

Sharing session of new 'finds' always draws well at our meetings.

Fernie

- Ours group's bi-monthly meetings are highlighted by members' presentations of successfully tried and true teaching ideas and units.
- Several members who attended professional development activities in Alberta and BC presented reports which allowed us all to benefit from their experience.

Golden

We met with the Invermere teacher-librarians and will continue this valuable liaison.

Cranbrook

- Formal monthly meetings in alternate library resource centres.
- Dinner meetings for Christmas and June.
- Occasional casual pub meetings.
- Nine of our eleven teacher-librarians attended the BCTLA conference in Vernon.

West Kootenay

- This chapter includes six school districts. Due to geographical factors our meetings have been limited to about three per year. The teacher-librarians in three of the districts meet regularly.
- Had a zone conference March 1, 1991. Topic: "The Role of the Teacher-Librarian in the Year 2000".

Cowichan

- Meetings held the third Wednesday of the month at various school library resource centres.
- Year end social was a boat cruise.
- The district superintendent was a special guest at our November meeting. He discussed the district's five-year plan and the future of school library resource centres.
- The chairman of the school board met with our group in May to discuss budget cutbacks and to hear our concerns about cutbacks and the district resource centre.
- Participate in the Cowichan Children's Literature Roundtable.

SPEAKERS AND WORKSHOP LEADERS

Mission

- Sonia Craddock visited two elementary schools in November. She discussed with intermediate students her books and her life as an author. Later she met with teachers and teacher-librarians to talk about ways to encourage student writing.
- Pat Siston from Fraser Valley College gave district teacher-librarians a refresher course on the new Dewey system.

Abbotsford

Lorraine Fischer presented a cooperative program planning and teaching workshop through the Ken Haycock Institute.

New Westminster

Pat Macdonald, at Tweedsmuir School, has given excellent workshops on cooperative planning and team teaching with her colleague, teacher Joanne Taylor.

Trail

- Working to offer a UBC course, ENED 340, in Nelson.

Cowichan

- Members attended two Jon Stott workshops, one on poetry and one on the novel.
- Members also attended the Caroline Feller Bauer workshop in Vancouver.

PUBLIC RELATIONS ACTIVITIES

Quesnel

- School book fairs and sales were held at most elementary schools.

- Other projects by various elementary schools included: readathon, home reading project, read-in day, super-reader, silent reading, 'Drop Everything and Read', Book-It Program (Pizza Hut).

Bulkley Valley

- Continued to promote 'reading month' in elementary schools.
- Sponsored Richard Thompson, Prince George author, to visit elementary schools.
- Members volunteered for story reading sessions in district schools.
- Sponsored a number of 'readers' choice' activities.

Courtenay

Plans are underway with our fine arts coordinator for a district-wide children's book festival to be held in May, 1991.

New Westminster

Our district librarian and one of the New Westminster Public Library's children's librarians made a presentation entitled "Encouraging Independent Learners" at our district's "Graduate 2001 Community Forum". Marilyn Steele spoke on the importance of literature in the lives of children. Joanne Day offered suggestions on how to introduce books to primary children. Fran Johnson gave a short presentation on the "six hats of creative thinking". Pat Macdonald presented an example of a cooperative planning and team teaching unit with her teacher colleague, Joanne Taylor. Donna Neufeld explained the RIBIG (Read-in-bed-it's-great) program at the secondary school, which encourages and monitors Gr. 8 students' reading.

Powell River

- We received funding and instigated a program of author and illustrator visits.
- We worked with the public library to develop a program of elementary school visits.

Golden

We organized and hosted an author visit with Hazel Hutchins.

Cranbrook

- Support for community with our annual Christmas books for the hospital, Books for all newborns (primary teachers have agreed to help with this program).
- Telling stories at the children's festival.
- At the public library, Ruth Ellinson presented a slide show about Japan .
- One member was president of the public library board.

CENSORSHIP OR CHALLENGED MATERIALS

Gulf Islands

Intermediate reading anthology series "Impressions" was challenged, handled in an informal manner by the teacher-librarian at Fernwood School. We need to work on a formal reconsideration policy.

Quesnel

A number of books were challenged by concerned parents: Dear Garbage Man, by Jean Zion (for environmental reasons); Father Christmas, by Raymond Briggs (inappropriate); Forever, by Judy Blume (ethical); The Stupids Have a Ball, by H. Allard and J. Marshall. No board action ensued. Problems solved through diplomatic action by teacher-librarians.

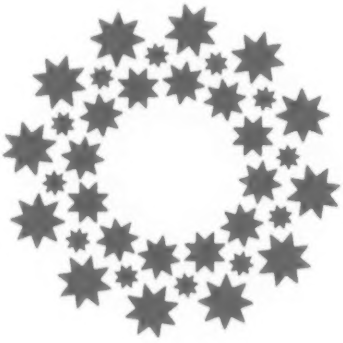
OTHER

Powell River

Secondary teacher-librarians met with the superintendent to discuss and plan for the new secondary school.

Cowichan

We were unsuccessful in having a teacher-librarian appointed to the planning committee for the new secondary school in Mill Bay-Shawnigan Lake. Instead several members met with one of the committee members to communicate what we would like to see in the school library resource centre.



CANADIAN SCHOOL LIBRARY ASSOCIATION AWARDS PROGRAM
Call for Nominations for 1992

The Canadian School Library Association offers the following awards on an annual basis. You are urged to nominate individuals **now**. Nomination forms and further information can be obtained from **Joan Harper, Awards Committee Chair, Canadian School Library Association, #106 - 2250 West 43rd Avenue, Vancouver, B. C. V6M 2E3**. All applications and nominations for the 1992 awards must be received no later than December 31, 1991.

Margaret B. Scott Award of Merit

The Margaret B. Scott Award of Merit is given annually to honour an individual who has made an outstanding contribution to Canadian school librarianship at the national level.

The Canadian School Executive Award for Distinguished Service to School Libraries

The Canadian School Executive Award for Distinguished Service to School Libraries is presented annually to a school administrator who has made an outstanding and sustained contribution toward the library program in the school or schools under his or her administration. For the purposes of this award, a school administrator is defined as: a principal of a school or group of schools; a superintendent of schools, a province, region or district; or a director of instruction for a province, region or district.

Maclean Hunter Teacher-Librarian of the Year Award

The Canadian School Library Association honours through this award a school-based teacher-librarian who has made an outstanding contribution to school librarianship by planning and implementing an exemplary school library program based on a collaborative model. The award is sponsored by Maclean Hunter Library Services.

CANEBSCO School Library Media Periodical Award

The CANEBSCO School Library Media Periodical Award recognizes school library media newsletters, journals and special publications as vehicles for the professional development of school library media personnel. To be eligible for consideration, a publication must be published in Canada by a noncommercial enterprise such as a provincial, territorial or district school library media association; a school district; or a department of education. Its primary audience must be school library media personnel. **The 1992 award will be offered for special publications.**

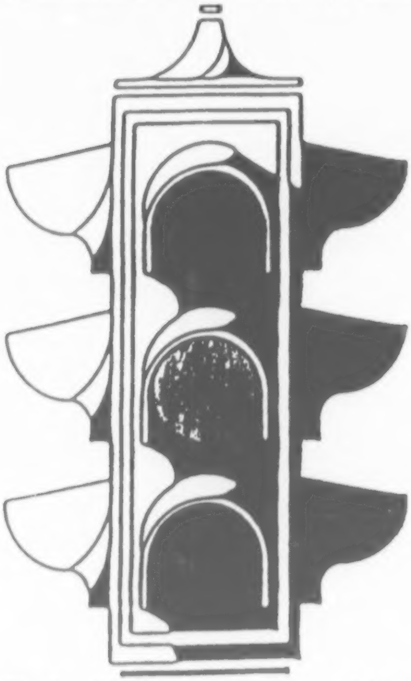
Grolier Award for Research in School Librarianship in Canada

Grolier Educational Associates provide a grant of $1,000 to support theoretical and applied research that advances the field of school librarianship. Proposals will be judged using the following criteria: appropriateness of the proposed project to the goals and objectives of the CSLA and the CLA; originality of, or necessity for, the research; cost effectiveness of the research in terms of the expected influence and ramifications of the results; timelines of the research; appropriateness of the proposed research method and design; availability to the researcher of other funding; and assurance of project management and control.

REMEMBER that the DEADLINE is DECEMBER 31st, 1991

THE STOPLIGHT STRATEGY

by **LIZ AUSTROM**, District Principal of Curriculum Resources, SD#39 (Vancouver).



The Stoplight Strategy is a very useful approach to use both with groups of students and with adults when the goal is to have the group examine and discuss a document critically, and when there is likely to be a variation in opinion about that document. I have used this strategy successfully with secondary students looking at a newspaper opinion piece and with a group of educators examining the draft Intermediate Program. It worked well with these groups, and with others. The following outline is presented as a guide, as I'm certain that other variations are possible.

Preparation for the activity is fairly straightforward. Selecting an appropriate document is critical, for it must be of interest to participants and challenge their own viewpoints in some way. It is best if participants agree with parts of the document and disagree with other sections, but this is not absolutely necessary as long as there is a range of opinion within the group. Documents should be no longer than five pages. If a longer one is chosen, then selecting shorter passages from within the document is an effective approach.

Once the document is selected, enough copies are prepared so that each group of three people has one copy. My preference is to make photocopier enlargements on 11" by 17" paper so that each group reaction can later be poste on the wall in a readable size. It is also helpful if there is some white space on the right hand side of each sheet so that comments can be written in the margin.

Each group is given the enlarged discussion document and three highlighter pens — one green, one yellow and one red, to parallel the familiar stoplight sequence of "go", "caution" and "stop." Groups are asked to read the passage, then discuss it and react to it using the highlighters. They are instructed to highlight sections, sentences and phrases they agree with in green, and those they disagree with in red. If there are passages which they are uncertain about, don't understand, or think need rewriting to clarify, they are to highlight these in yellow.

The amount of time given depends on the complexity and length of the document and the amount of disagreement there is within the group. If no agreement can be reached within a group of three, then the dissenter writes comments on the response sheet, to the right of the contentious section. Providing this option means that thorough discussion is still encouraged, but it does not reach an impasse where the group is unable to proceed to another section. This also means that dissenters are not pressured into agreement against their true feelings.

When working with a class of secondary students, it is useful to allow groups to complete the discussion as homework if most groups complete the task within the set time, but one or two groups need more time.

When all groups have completed their response sheets, these are posted on the wall and all participants circulate in teams and read the responses of other groups. Since groups are very familiar with their own reaction, they are particularly interested in discovering what opinions other groups held on sections they themselves found contentious. At this point, the teacher or teacher-librarian may suggest that groups write questions or comments on the other groups' response forms. These are often very useful in focusing groups attention on key questions they have not considered in their original discussion.

After all response forms have been examined in this way, a whole class debriefing occurs. Obvious areas of agreement are visually identified — those highlighted in green are easily picked out from the response sheets posted on the wall — and these need not be discussed fully, but are written as statements on the board, chart paper or overhead transparency. Generally, there will be more agreement than one might expect.

Next, those which are highlighted in yellow are discussed. Usually, sections marked in yellow by several groups will also have been marked in red or green by other groups. Discussion of why the sections were marked in red or green will sometimes clarify the passage for others and they will change their opinion to either agree or disagree with it. Unfortunately, just because something is in print does not mean it is well written, so often yellows will remain yellows — obscure and meaningless to the end. Occasionally, a group may feel inspired to rewrite a passage so it says what they think it says, but the true meaning of the author is forever lost. This, in itself, is a useful realization for students to come to — if an idea is not communicated clearly, then no one will ever receive the intended message.

Sections all groups have highlighted in red do not need lengthy discussion. As with sections that everyone agrees with, it is useful to list these in simple statements as being disagreed with by the group.

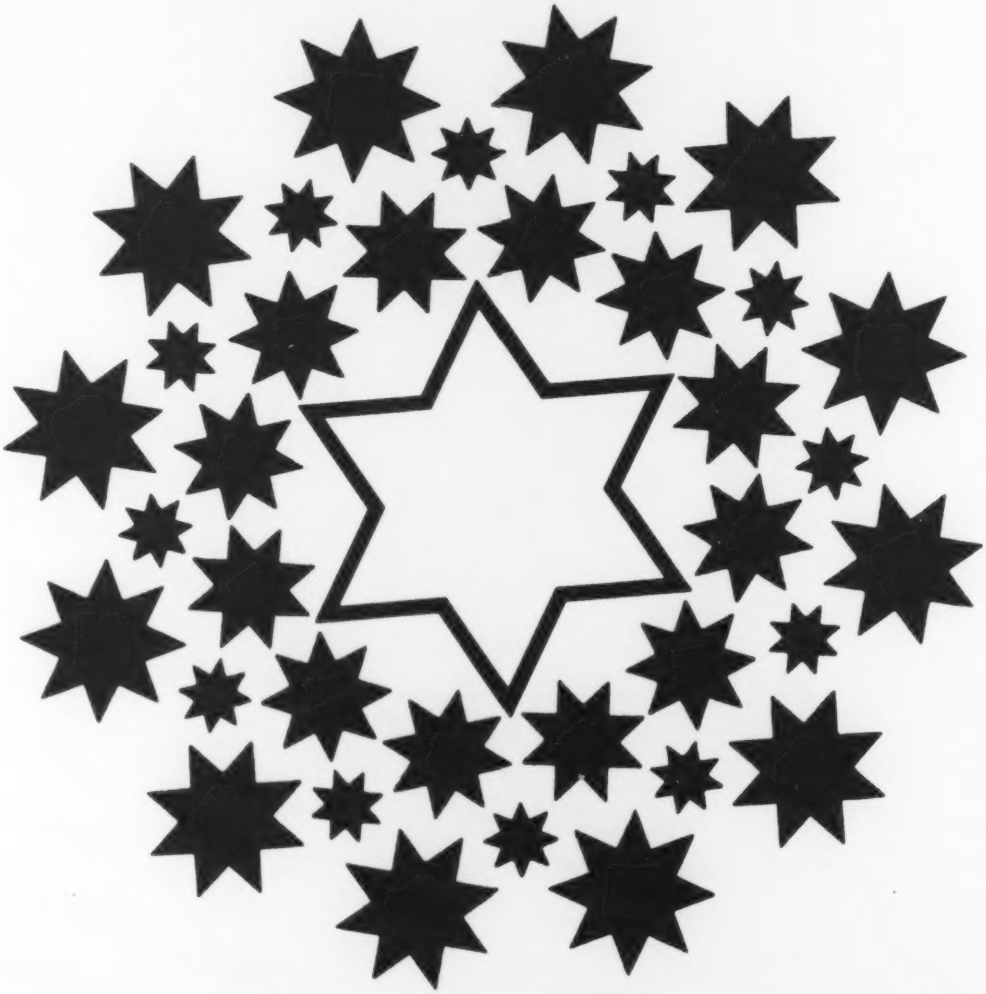
However, usually there are sections which some groups mark in red and some mark in green. These result in the most discussion. Participants will give their reasons for disagreeing with the writer of the passage, others will give reasons for supporting the writer. Lists of pros and cons can be prepared, the writer's underlying motives questioned, and the logic of the arguments analyzed. Identifying opinion and fact, looking for supporting evidence, and pointing out inconsistencies are all encouraged at this stage. Participants may also cite other authorities who would disagree or agree with the writer. Analysis tends to be critical and to the point, for the focus of discussion is clearly centred on the points of disagreement. All the other portions of the document have already been isolated and dealt with by all participants.

At this point, it is frequently useful to return to the groups of three to have them reflect on what they have discovered, whether they have changed their viewpoint and whether more information would be useful to them. They may or may not be ready to develop a joint critique or opinion of the original passage, focusing either on the message itself or the way that it was expressed. As with judges' findings in a Supreme Court case, a dissenting opinion is always an option.

A document that results in a strong but inconclusive discussion can be a useful springboard to a research project that is meaningful to students. If the original is drawn from a newspaper article, an effective follow-up may be found in writing letters to the editor or to a politician who is involved in the issue discussed.

Even if no specific follow-up to the activity is designed, students can be asked to follow the procedure with other passages to determine areas for discussion. Too often, discussions ramble on, examining points that the group is totally agreed upon, and time runs out before discussion gets down to the nitty gritty — those things participants disagree about strongly. The strength of the Stoplight Strategy is to quickly establish areas of agreement so that participants will focus attention on discussing areas of disagreement. The Stoplight Strategy focuses its coloured lights on the topic, and tells us when to stop and talk.

REGULAR FEATURES



BCTLA PUBLICATIONS
ORDER FORM

INVOICING: When purchasing publications the buyer has two payment options:

1. Calculate 7% GST on top of the total price of publications ordered, and send a cheque for the full amount, payable to the British Columbia Teachers' Federation, along with your order. The order and cheque should go to the appropriate Sales Manager. If you are ordering items from more than one Sales Manager, please send separate orders and cheques to each person.

2. Send your order form to the appropriate Sales Manager, who will send a packing slip back to you with your order. Do not send payment until you have received an invoice for the publications and GST from the BCTF. Your cheque should be made payable to the British Columbia Teachers' Federation and remitted to the Sales Manager with a copy of the invoice.

TITLE	# ORDERED	UNIT COST	TOTAL	ORDER FROM
Bibliographies en français pour l'approche communicatif		$8.00		Joanne Wallis *
The Bookmark (back issues where available)		varies		Publications Coordinator
Imagination or Reality?		$15.00		Dianne Rabel *
Implementing Change		$25.00		Bill Scott *
Literature Connections ($5.00, plus $1.00 shipping & handling)		$6.00		Linda Rehlinger *
		TOTAL COST		* For the addresses and telephone numbers of BCTLA's Sales Managers, see the back cover of The Bookmark
		GST		
		GRAND TOTAL		

The sale of BCTLA publications is dependent upon the volunteer services of several teacher-librarians who store publications, fill order requests and keep records of sales. The BCTF handles financial transactions because the BCTF has a GST number and the BCTLA does not. The resulting ordering process confuses many potential buyers. This form is intended to clarify the process and assist buyers and Sales Managers.

ASK THE EXPERTS

guest editor **J. E. GILES**, teacher-librarian, Montgomery Junior Secondary School, SD#43 (Coquitlam).

Question: Rising Stars and Shooting Stars, or, How do school library resource centres incorporate the new, the "cool" and the faddish in their collections?

Students from English VIII descend in hordes to graze in the library. Topic: Do a book report on a biography.

"Have you got a book on Johnny Depp? How about the New Kids?...But, most of these guys are (gasp) old or dead!"

Students from English X have a novel review to do and the general population have been definitely told not to arrive second period without an S.S.R. book or dire consequences will follow.

"There's no books here. Well, I mean good books."

The words above undoubtedly provide memories of familiar scenarios to many of us who inhabit the school library. As I thought about the situation, I decided to pass the buck, and I asked for ideas from other teacher-librarians. They, of course, jumped to my assistance and I received one reply. However, I did speak to a couple of my other colleagues and coerced them into a verbal commitment regarding this issue and how they address it.

There appeared to be a consensus on how they handled the problem of being "with it" in their library resource centre offerings to students. Most librarians ordered current fiction in paperback because their students preferred them to hardbacks. They listened to student recommendations, read reviews, and browsed in book stores themselves.

Along with the usual magazines such as Time, Newsweek, National Geographic, etc., many libraries carried a number of magazines for recreational reading such as Rolling Stone, Dirt Bike, Seventeen, etc. These recreational reading offerings also help to address the problem of keeping abreast of the "rising stars" of all kinds in the teenage world.

The general belief was that school libraries need to carry "good" literature, curriculum based resources, and materials that meet popular demand such as the novels of V.C. Andrews and Stephen King. Most feel that they are serving the needs of their student population by doing so and perhaps they truly are. I suspect that most teacher-librarians address the issue in a similar manner and I have reluctantly become one of them.

"Reluctant," you say, "what's the matter with her?"

Well, let me become the Devil's advocate for a while. This is a role most familiar to me and one that I often relish. However much I wish the following beliefs were more pervasive, I suspect that I live in a fantasy world.

I still subscribe to the belief that a school library resource centre is primarily for curriculum support and expansion. I think it should open up the world of literature as opposed to offering students what they will buy for themselves anyway. I think we have fallen into the mentality of competing with the television and the film industry for patrons, indeed we have a society which caters to a "youth centered" viewpoint.

I think we will regret the loss of our past and our culture because we do not promote it. I think we will regret the burial of not only classical literature, but also any literature that might be intellectually challenging because we want "to look busy" to our AO's. We are becoming victims of the "appearance vs. reality", the new wave of P.R., the style vs. substance mentality.

However, it is hard to stem the tide of popular belief and basically school library resource centres are still functioning at the whim of current administrative thought as opposed to being considered intrinsic parts of the educational process. This is a shame, both for the cultural and societal aspects, and for the real service a school library could provide in addressing individual learning, in supplementing curriculum, in providing different points of view, and thus enable learners to be a more informed future generation.

But alas, I am rambling...and I, too, have capitulated to the vision of the "money men" who see value in numbers of bodies drifting through the library resource centre, albeit with purpose or not. Still, a sense of sadness accompanies the death of an ideal.

NOTES AND NEWS

BOOKMARK INDEXES

The Bookmark is very fortunate to have an official indexer take over the job of indexing the journal each year. Susan Darnbrough from Kelowna has kindly volunteered to head a team of teacher-librarians who will take on this task. Hopefully, the first index to cover the 1990-91 academic year will soon be ready, and the team will continue to index each issue as it appears and publish the indexes in the September issue for the previous year's issues. The Editorial Board is also looking into the possibility of a cumulative index spanning several years and possibly being published as a separate publication.

SSLA ANNUAL CONFERENCE

The Saskatchewan School Library Association's conference "Making Connections" will take place April 9, 10 and 11th, 1992 at the Saskatoon Inn and will feature some well-known keynote speakers. Jean Brown will speak on leadership and program advocacy, Roland Case from SFU will present the topic "Integrating Around themes: An Overemphasized Tool?", and Alixe Hambleton from the University of Regina will share her recent research findings on resource-based learning in Saskatchewan.

CANADIAN IMAGES CANADIENNES

What have Kit Pearson, Roger Pare, Terry Gallagher and Jan Thornhill all got in common? You're right if you know that each has received a major literary or illustrators' award. You're also correct if you know that all four awards were presented during Canadian Images Canadiennes conferences in Winnipeg. Another "Images" conference will happen in Winnipeg in October of 1994. To be on the mailing list write to: Joyce Birch, Registration C1C3, 2604 #1 Evergreen Place, Winnipeg, MB, R3R 3E8.

ATLC NEWSLETTER

The Association for Teacher-librarianship in Canada newsletter editor, Linda Knight, would like to encourage teacher-librarians to contribute to the next issue of this national newsletter. Especially welcome are reactions to **Bridging the Millennium**, ATLC's inaugural conference. Many people offered opinions on the proposed logo for the newsletter. The Executive favours simply adopting the conference logo in a slightly altered form. What do you think? "Classified Ads" are also welcome — ask a question or pose a problem in teacher-librarianship. The newletter will print it, your colleagues from coast to coast will read it, and there will undoubtedly be some interesting responses. You are also welcome to contribute to future issues. Write something of national interest and send it to the editor at: Linda Knight, 24 Linda Way, Unionville, Ont. L3R 2P9, phone (416) 513-0219, FAX (416) 513-0351.

BASIC CANADIAN INDEX

A new Canadian reference service will be published by Harbour House Press beginning in January, 1992. The Basic Canadian Index will provide integrated author and subject access to articles in the magazines most commonly found in smaller Canadian libraries: 88 periodicals in all. The index will also provide separate sections for published literature (e.g., poems) and reviews (e.g., book reviews). Frequency is 8 times a year, with an annual hardbound cumulation. A 1991 cumulation will also be published.

Subject headings are geared to modern usage, and are based on standard subject lists widely used by libraries. French-language articles are indexed with both English and French headings. In the print index, French articles are cited under English headings, with French cross-references. A variety of service formats are available: print, diskettes, subsets, and hot sheets.

The publisher of the Basic Canadian Index is Dorothy Langford Tomiuk, a librarian who has developed print and database products for Micromedia, Infomart Online, and Info Globe. Ms. Tomiuk has now established Harbour House Press, with a focus on developing affordable reference products for smaller Canadian libraries.

For further information or review copies, contact Dorothy Tomiuk at Harbour House Press, P.O. Box 341, Port Credit, Ontario, L5G 4L8. TEL: (416) 278-6437; FAX: (416) 278-1237 Cost is $69.00 for 8 paperback issues and an annual hardbound accumulation.

READING CHECKLIST... √

compiled by **LIZ AUSTROM,**
District Principal —
Curriculum Resources
SD#39 (Vancouver).

The professional reading task is a very interesting one. Often, I read an article swiftly because it don't quite meet my need at the moment. Then, sometime later, someone draws that same article to my attention and upon rereading I wonder how I missed its significance the first time I read it. That happened to me this week when Dave Soy, an elementary principal in Vancouver, expressed his enthusiasm for an article written by Dianne Oberg, saying that it explained for him many of the difficulties of implementing change in schools. This experience made me wonder how many other people have missed key articles because they weren't quite ready for them at the time. As a consequence, I have decided to occasionally include a "golden oldie" in this listing, although the bulk of the readings discussed will be recent ones. Dianne's article is the first one and you will find it in the "Change Theory" section below. Incidentally — it's not *that* old!

AUTOMATION

Selection of Automation Systems: Criteria for School Libraries in Manitoba is now available for $10 (including postage and handling) from:

The Manitoba Textbook Bureau,
277 Hutchings Street,
Winnipeg, Manitoba, R2X 2R4.
Order as catalogue # 72005.

This booklet of approximately 50 pages is based on a series of checklists developed by Lynne Lighthall and published in School Libraries in Canada (Spring, 1988). The booklet is attractively set up and well organized. The specification of essential and desirable criteria for a variety of functions should facilitate effective evaluation of systems under consideration. Appendices include typical record formats for school libraries, a glossary, and corporate acronyms.

CD-ROM & STUDENT RESEARCH

"Through the Technology Maze: Putting CD-ROM to Work" (School Library Journal, October 1991, pp. 44-49) is a very useful article. In a no-nonsense fashion, Betty Bankhead gives her ideas on the need for planning to guide purchase decisions, and budgeting and access questions. A brief checklist gives "Ten Important Questions to Be Asked before Purchasing a CD-ROM Resource" and an annotated bibiography of 1990-1992 professional resources on CD-ROM provides direction for further reading.

A variety of practical management suggestions constitute the remainder of the article. One of its most attractive features is that Ms. Bankhead is not afraid to state her opinions. She believes, for example, that teacher-librarians should not waste time with petty rules and insignificant charges for services, but should focus on the educational uses and benefits of technology. She has found that cooperative learning is the best way to provide instruction in use of the technology, is obviously excited about the benefits to students, and has found that teachers and students can be learners together. As a key resource on CD-ROM instruction, she recommends David Moursund's article in the Dec/Jan 1989-90 issue of Computing Teacher.

This is a very practical and useful article, particularly for individuals who know something about the topic, but have reached the point of knowing they have to find out a lot more.

In "CD-ROM Encyclopedias: A Product in Revolution" (Journal of Youth Services in Libraries, Spring 1991, pp. 287-290), Frances F. Jacobson asks the key question — whether or not "CD-ROM encyclopedias possess enough truly unique and valuable characteristics to justify their purchase at the possible expense of traditional print encyclopedias." Her answer is a definite "Yes" but teacher-librarians who are asking themselves this question need to read the full article. A summary of points does not do justice to her reasoned discussion. In addition, the discussion will help in guiding instruction *after* you buy the resource.

CHANGE THEORY

Dianne Oberg, in "The School Library Program and the Culture of the School" (Emergency Librarian, September/October 1990, pp. 9-16), examines the relationship between a school's cultural norms and the task of implementing change. First pointing out the prevailing forces of "conservatism, individualism and presentism" in education which act against change and for preservation of the status quo, Oberg next looks at the characteristics of schools which are able to change and adapt. In her opinion, change agents frequently fail in their efforts because they do not address the multi-dimensional aspects of change — "personal, political and organizational." Successful schools change in a variety of ways.

Oberg argues that in implementing a cooperative library program, teacher-librarians "need to recognize that they are embarking on a complex and demanding task. What they are attempting is no less than a change in the culture of the school." Oberg identifies several actions that teacher-librarians must continue to take:

- supporting and working with both student teachers and new teachers to ensure that they are inducted into teaching in collaboration, not in isolation.
- involving teachers and administrators in setting the goals of the resource centre program, including development of an information skills continuum and objectives for student learning.
- supporting the development of a collaborative school culture or ethos will impact positively on the development of the resource centre program.

The article concludes with a call for more reflection on our own histories as teachers and teacher-librarians. If we understand the significance of our own growth as professionals, we will be better able to assist "our colleagues in ways that enhance opportunities for all of us to learn from others" — a truly collaborative process.

This article is a particularly good one to use in inservice sessions with administrator and teacher-librarian teams, for it helps to explain why the teacher-librarian has not been successful in implementing cooperative program planning and teaching. Individual teacher-librarians should consider sharing this article with their school administrator as a way of sparking discussion about the current resource centre program and directions for the future. By looking at the school culture closely, team partners can establish goals and actions that are realistic given the actual ethos of their school.

LITERATURE

Carol Slattery presents a unique approach in "Thinking about Folklore: Lessons for Grades K-4" (Journal of Youth Services in Libraries, Spring 1991, pp. 249-258). She provides a framework for the developmental study of folklore on three levels of increasing complexity: Cultural Literacy, Literary Structure, and Metaphor. She then offers some sample lessons for the first two levels that are suitable for primary students. These lessons include ones on nursery rhymes (grades K and 1), repetitive tales (grades K-2), the cumulative tale (grades K-2), understanding an archetype (grades 2-3, and the origins of the modern superhero (grade 3 or 4). Bibliographic citations for specific recommended titles and editions are included.

Ms. Slattery concludes: "The study of folklore in the elementary school provides the opportunity to build a structure for thinking about literature.... Nursery rhymes, fairy tales, and folktales are basic references that literate adults use every day. Understanding these prepares a child to absorb the more complicated stories of Greek mythology and the Bible and ultimately to deal with philosophical questions defining a person's own humanity in what Joseph Campbell calls the 'literature of the spirit.'"

POLICY STATEMENTS

The government of Newfoundland and Labrador has developed a policy document titled Learning to Learn: Policies and Guidelines for the Implementation of Resource-Based Learning (Department of Education, Division of Program Development, 1991). This document joins policy statements from all four Western provinces and Ontario, which express a coast-to-coast consensus that resource-based learning is the wave of the future and that collaboration between teachers and teacher-librarians supports resource-based learning.

This policy document should be part of every district's professional library, as well as university and college libraries, joining those from the other provinces. Teacher-librarian associations which are developing district-level policies will find that using a variety of these documents, as well as their own provincial policy statement, will provide a range of ideas that can be used effecively. Each province includes common items (e.g., the CSLA competency statement), and topics (e.g., the responsibilities of all players in the resource centre program), but the extras included are a unique source of important ideas.

The Newfoundland and Labrador policy has two useful models in it — the SUCCEED model for independent learning, and the EFFECTIVE model for planning resource-based learning. A series of development charts which are designed to guide implementation of the program are also very useful. Practicality is definitely a strong feature of Learning to Learn.

PUBLISHING

Calling the world of children's books a "Nadirland," Tom Engelhardt castigates parents and the publishing industry for shortchanging children ("Reading May Be Harmful to Your Kids, Harper's Magazine, June 1991, pp. 55-62). His outrage at the decline of children's book publishing is evident. The remarkable literature of the 1960's and early 1970's, which dealt with social realities in a creative and literate manner, has given way to a $1 billion dollar business where making money is more important that providing a rich reading experience for children. While some might blame the publishers, Engelhardt apportions equal blame to baby boomer parents who buy children's books for reasons of status and to enhance their children's reading prowess and chances for future success. A list of the twenty best-selling paperback children's books for 1990 is a strong support for his argument. The list has nine Teenage Mutant Ninja Turtes' books on it, four Babysitters' Club titles, two New Kids on the Block, and one Berenstein Bears title, leaving only four single titles. The single titles are 50 Simple Things Kids Can Do to Save the Earth (# 11), Where's Waldo? The Ultimate Fun Book (#13) which some might argue is a series book, Charlotte's Web (#15), and Where the Wild Things Are (#20). Not an encouraging picture given the new wonderful titles that teacher-librarians can identify.

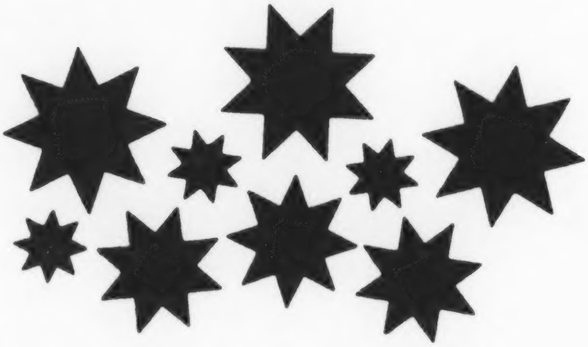
The view that literature is experienced by readers seems to have disappeared in an onslaught of series titles and formula fiction that can be read easily and without much thought. In Engelhardt's view, these genres have even had an impact on the way "quality" single titles are being written, for these too must appeal to a generation whose taste has been formed by the mass market culture around them. Engelhardt mourns, "Even if all series were to disappear tomorrow, the serial style of writing, packaging, and marketing of books would remain."

One of the factors identified as contributing to the decline of children's book publishing is the decline in funding for school and public libraries in the 1980's. Thus, large markets for quality single titles have disappeared, leaving the less discriminating but monied parental market as the major arbiter of taste. Profit has become the most significant factor in deciding what will be published and what will be stocked in bookstores.

This is an important article to read. Even if you don't agree with the perspective being expressed it should generate some lively discussion in educational circles. Are there any remedies for this situation? Tom Englehardt does not suggest any. Perhaps teacher-librarians should be sending home more suggestions about books that parents might consider giving their children for birthdays and holidays. In addition, we might consider promoting booksellers who appreciate quality children's books, stock a good selection, and are able to talk about book selection knowledgeably to parents.

* * * * *

I have just realized that there is not a single STAR STRUCK professional reading item in this entire column. Maybe it is unrealistic to even think about trying to tie this column to the theme, but I do want to try! I hereby award STARS to the individuals who worked on the Newfoundland and Labrador policy statement, Learning to Learn. They are Jean Brown, Kinette Adams, Calvin Belbin, Delphine Brake, Ann Cody, Sister Helen Corrigan, Everard Davidge, Frank Kearsey, Lynnette, Langdon, Victoria Pennell, Geraldine Roe, and Rene Wicks. This collaborative team included teacher-librarians, school administra-tors, district coordinators, superintendents, university personnel and Department of Education consultants — a galaxy of stars!



THE PORTRAIT: SPIDER ROBINSON

by **LINA D'ONOFRIO**

Robinson is one of the world's most recognized Science-Fiction writers. Best known for his Callahan Saloon stories, Spider has published a variety of novels and short stories, many of which have won recognition. Robinson grew up in the Bronx and claims that, with the help of his mother he learned to read by the age of five. He recalls how a librarian was responsible for introducing him to his first novel Rocketship Galileo, written by Robert A. Heinlein. From that point onward, Robinson read voraciously , especially Science-Fiction where he remembers all the novels having little rocketships on the spine covers. He claims that he owes his career as a writer to this librarian. After completing his B.A. at the New York State University in 1972, Robinson considered a career as a folk musician before eventually moving into writing Science-Fiction.

Robinson first came to Canada some 17 years ago for a visit to Nova Scotia. While there he fell in love with the area around the Bay of Fundy and also met his future wife Jeanne. They remained in the Bay of Fundy until Jeanne's career as a dancer took her to Halifax where she started the Nova Dance Company. Initially the company was a success but eventually the lack of funds contributed to it's closing down. They decided to move to Vancouver so that Jeanne could continue to pursue her career in the dance medium. They had both got their first taste of Vancouver when they sang at Expo. It was summer and they were very impressed with the scenic beauty and the wonderful weather. In the summer of 1987 Spider, Jeanne and their daughter Terri packed up their belongings and drove across Canada to Vancouver. Robinson has been known to say that he'd follow Jeanne anywhere that her career as a dancer took her. He says that he can write anywhere as long as he has his computer.

At a reading that Spider and Jeanne Robinson gave at the Joe Fortes Public Library, Spider recounts how he got started on his writing career. He said that to help pass the time when he worked as a a night watchman he often read novels, science fiction of-course. Becoming frustrated while reading a poorly written novel, Spider came to the conclusion that he could probably write as well as, if not better than, the author of that book so he decided to try his hand at writing. The end result being the makings of his famous short stories in Callahan's Crosstime Saloon. He sent these stories off to Analog expecting to get a rejection slip but instead received a check for $400. Encouraged Robinson went on to write full time over the next 2 years but received rejection notices for all of the stories that he submitted. Robinson's first novel Telempath(1976) recounts how the U.S. is threatened by powerful aliens. His second book Callahan's Crosstime Saloon is a collection of stories which take place in a Long Island Tavern. Published in 1977 it went on to win Best Book for Young Adults by the American Library Association. The sequels to this book are Callahan's Secret (1986) and Callahan & Company (1987). After his third book in the Callahan series he decided that it would be his last and had the saloon blown up by nuclear weapons. When his publishers approached him later and asked him to write more of the Callahan series Robinson wondered if they had read his last book. Didn't they realize that the tavern no longer existed? However, he said that the publishers made him an offer he couldn't refuse.In one of his earlier stories Robinson recalled that he had implied that Callahan's wife owned a brothel. He used this idea to to write the first novel in the Callahan series, Callahan's Lady (1989). It takes place in Lady Sally's house of ill repute where the clientele include the KGB, priests and cabbies. Lady Slings the Blues is the sequel to the novel and will be published early next year.

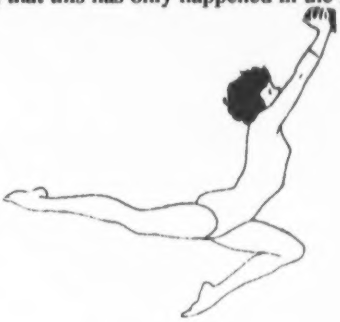
Other novels by Spider Robinson include Mindkiller (1982). Here Spider switches back and forth between 1994 and 1999. First we have Norman, an English professor, who after separating from his wife attempts suicide. Norman is just reunited with his sister when she mysteriously disappears. The story then switches to Joe a burglar who while robbing an apartment accidently finds a woman who is wireheaded. We later learn that Norman and Joe are in fact the same person. Another novel Night of Power (1985) is set in the Manhatten of 1996, a New York much the same as today with the exception that racial tension has risen to an explosive level. Time Pressure (1987) tells the story of Rachel a time traveller who lands in the woods of Nova Scotia. A musician by the name of Sam Meade helps the young woman until he learns the truth about her deadly secret.

Stardance(1977) was the first novel that Robinson and his wife Jeanne co-authored. It won the world Science-Fiction Convention's Hugo Award and the Science Fiction Writers of America's Nebula. In this novel Shara Drummond has the opportunity to orbit in Skyfac where she has the chance to create a new dance in the zero-gravity environment. Though it meant being permanently exiled from her home and having to put up with weird strangers. Shara decides to take the risk. It is Shara who finds a way to communicate with aliens when they threaten Skyfac.

The sequel Starseed (1991) involves dance and a forty-six year old modern dancer from Vancouver who decides to go into space in the year 2020 after she realizes her career as a dancer on earth has come to an end. The Robinson's are planning a third sequel, Starmind which will be set in the year 2060.

When Jeannie Robinson was asked what had prompted her to co-write with her husband she said that both the books were written during periods in her life when she was not directly involved with her dance career. Stardance was written shortly after the birth of their daughter, Terri and Starseed was written because she was no longer involved with her dance career. Jeanne said that she was on the NASA short-list to try out the zero-gee dance in space. However, with the tragedy of The Challenger NASA ended the program to put civilians in space.

Today the Robinson s continue to live in Vancouver. Spider Robinson usually spends the days and early evenings with his wife and daughter and the rest of the night working on his writing. It usually takes him several years to complete a book. He expresses delight that he is finally able to be financially independent through his writing. He adds though, that this has only happened in the last few years.



ON THE OTHER HAND: EMPEROR'S IN NEW CLOTHES

by **DON HAMILTON**, University of Victoria, Curriculum Laboratory.

This article is reprinted from School Libraries in Canada, Fall 1990, with the permission of the writer.

On my way to other information, I recently calculated the costs of a school *district's complete school library program. It was relatively easy to do. I merely added all these charges:

- the salaries of the teacher-librarians
- the salaries of the clerical assistants (if any)
- the benefits package for all employees
- the cost of materials, supplies and processing
- the cost of equipment

including any of the above related directly to its operation. I left out janitorial service, furnishings, electricity and heating partly because those elements would likely be applied to the whole school, not just the library resource centre, and costs may not substantially decline if the library didn't exist.

What I discovered was somewhat astounding. When the total was divided by the number of students in the system, $180 was expended for each student. That district spent approximately $5,200 per student for the complete education package. $180 was specifically earmarked for school library and district resource centre services. Out of the $180 that district would spend less than $30 directly on materials — about $20 per pupil through each school library and $10 through the DRC. Suddenly this modest exercise took on major implications.

The figures reveal some fascinating implications for us all. For the accountant in the Board office, the school library is a very different creature than the one known by the teacher-librarian in School XYZ. The accountant must question the distance between resources, provisions, and salary cost. Our libraries are heavily labour dependent — it is the people who make the difference — yet, ironically we see our "resource centres" so often as extensive depositories of meaningful stuff. In essence, the school library resource centre is remarkably long on expertise and very short on material. Of course, many will advise that the cumulative effect of those ten and twenty dollar bills will be fine active collections of extensively used vital sources and substance for our "resource centres." They are seldom "cutting edges" of information. In fact, we are constantly attempting to relate our library collections to the teaching in the school — not necessarily because that is the best way to work, but rather to maximize success with grossly inadequate collections. Could cooperative learning be a partial disguise to cover our empty shelves? Are we emperors in new clothes?

What makes me glad about the figures is the recognition that the key to the school library resource centre will be trained, committed personnel who will select and use resources in an educational context. What seems so very obvious in these figures, however, is the simplicity of improving the resource base by merely adding to the fund. The infrastructure in my district is in place. Now just add money for more materials and stir. Instant gratification. Instant re-vitalized collection and program. We have new things for new children! New ideas for inspired teachers!

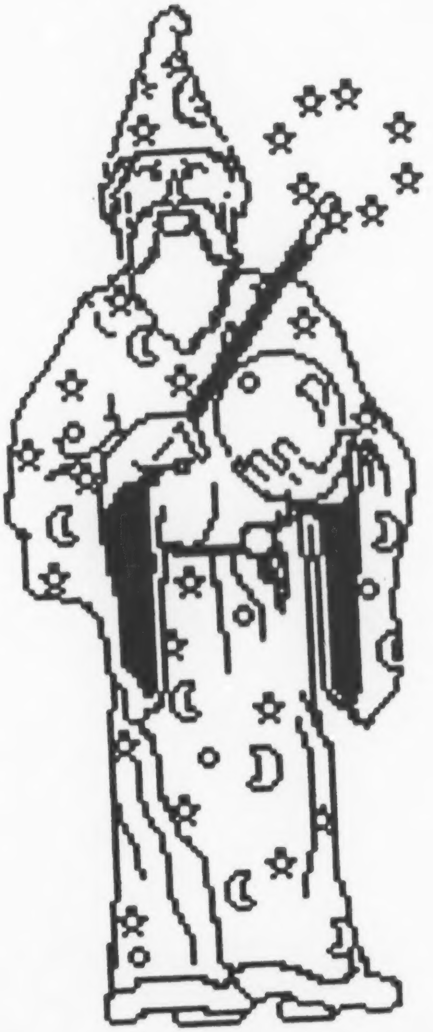
It becomes very necessary to consider the premise that the essence of the school library is not material at all but rather a conceptual base using materials as a means to involve children in thinking and learning. The object of this library is the child — not just today or tomorrow, but feeding the intellect, furnishing the skills, fueling the drive for the future. The materials we hold in our libraries are only tiny sparks in that grander vision.

Perhaps these reflections make it easier to see the reasons why teacher-librarians do not relate well to professional librarians — why the public librarian and the teacher-librarian are fundamentally different. The librarian must see the material and the information it embodies as fundamental to his or her work. The teacher-librarian must see the teaching, not the materials as fundamental. The teacher-librarian may well see the librarian as part of his/her ultimate objective — as part of that desire to assist every child to become a lifelong learner using the resources of the community in that quest.

It seems on the surface that bringing such figures as these to the attention of your principal could do much to stimulate interest in the material deficiencies of your school library. I suspect that no one will write a blistering letter refuting the following profound generalization: School libraries in Canada suffer from a seriously deficient materials base. I doubt [illegible] even the best supported school library resource centre would not easily be able to spend additional funds on usual learning material.

I would like you to apply the formula to your library and district. I would be pleased to receive your figures so that I might stand either corrected or in awe. Perhaps they could provide me with further fuel, or at least dress up these naked statistics. Send your figures to D. Hamilton, University of Victoria, Curriculum Laboratory, P. O. Box 1700, Victoria, BC V8W 2Y2.

* I invite criticism and speculation on this "district" of mine. I have carefully covered my statistical base through skillful manipulation of the figures using several districts and creative averaging.



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REVIEWS

E Neudecker, Joan.
Max and Katy ; illustrated by Judith Rackham. -- Porcepic, 1991. -- 1 v. (unp.) :
ill. -- ISBN 0-88878-295-0. -- $14.95.

Hummingbirds - Fiction.

Max and Katy is a soft and gentle story of a cat and a little girl who go treasure hunting using clues supplied by Katie's mother. "It is red as a fuchsia, sharp as Max's claws, green as kelp ...so the hunt begins. The two search the beach and the garden with new discoveries about their environment only to find the treasure has been with them all along.

This is a pleasant story with richly sophisticated illustrations by Judith Rackham. The full name description listed on each page for the species of plants and animals was distracting. Most young readers would not, in all probability, relate to these. It would be a good read-aloud book.

The author lives in Deep Cove, near Sidney, B.C., a setting very similar to that described in Max and Katy. She co-authored Adrift!, a children's boating adventure with Colleen Politanto in 1986.

Recommended - Primary Grades

P.L.Zidek, Teacher-librarian, Renfrew Elementary School, School District #39 (Vancouver).

F Brett, Brian.
Tanganyika. -- Thistledown, 1991. -- 208 p. -- ISBN 0-920633-81-1. -- $16.00.

Short stories, Canadian.

Thistledown Press Ltd.
668 East Place
Saskatoon, Saskatchewan
S7J 2Z5

Readers with a taste for fantasy, mystery and the exploration of emotional tensions will find much to intrigue them in this well-written collection of short stories. The bizarre, (a hand that pulls the 'government man' into the gas tank of his car), the frightening (a gunman on the bunny slopes of the ski hills), the supernatural, (a dead man who travels through a mystical Tanganyika) are all present. Human emotions are explored with honesty, clarity and compassion.

Also included in the collection is one story, "The Hell Circle", which portrays the suicidal state of mind of the protagonist. I found the story disturbing, thought-provoking, and yes, the sex scenes were what the dustjacket of the book refers to as "near-pornographic". Does your collection contain Marianne Wiggins' John Dollar, a novel that has such interesting comparisons with Golding's Lord of the Flies? And what about some of Spider Robinson's short stories? If it does, a teacher-librarian should not be squeamish about including "The Hell Circle".

Brian Brett has published several poetry books. About his collection entitle Monster (White Rhino, 1981), Canadian Literature wrote, "the monster he discovers is both man and god and animal and thing". This comment holds true for Tanganyika as well.

Recommended for senior high school collections. Junior high school students who avidly read Stephen King novels will be intrigued by these short stories.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

F Farrant, M.A.C.
Sick pigeon. -- Thistledown, 1991. -- 96 p. -- ISBN 0-920633-83-8. -- $16.00.

Short stories, Canadian.

The story collection Sick Pigeon offers small, spare glimpses of our poor and troubled. Trained social worker Farrant has given human form to the stereotypes of her professional clientele -- dysfunctional families, single mothers, the newly unemployed, the mentally ill and the addicted.

The presentation is sufficiently detached so that the reader's emotional response is not strong; however, consideration of the characters' plights will evoke empathy, and sometimes wry admiration. Farrant occasionally seems deliberately to suppress the engagement of the reader's sympathy. It is only after the nervous illness of the child and the nervous garrulity of the woman, at the end of "Call out of Nowhere" (the story of an aunt and uncle travelling to return their niece to her mother), that we realize and feel for the concern of the almost inarticulate foster father.

Farrant's writing style, always unadorned, and using the first person point of view most frequently, varies from colloquial, to stream-of-consciousness, to straightforward and bare descriptive prose.

The significance of this paperback's cover illustration (a blackened, perhaps unclothed female figure with a white face) escapes this reader, and may discourage some browsers from choosing a worthwhile and interesting story collection.

Sick Pigeon is recommended for senior secondary school libraries, and, because some local landmarks are mentioned, it would be of particular interest to schools on the Saanich Peninsula.

Kathy Picha, Teacher-librarian, Cliff Drive Elementary School, School District #37, Delta.

F Fire beneath the cauldron / edited by Geoff Hancock. -- Thistledown, 1991. --
319 p. -- ISBN 0-920633-77-3. -- $18.50.

Short stories, Canadian.

In selecting stories for this collection, editor Geoff Hancock has worked from the premise that "the development of Canadian short fiction is associated with changing images of the Canadian imagination and psyche." (p. 10) He then asserts that the traditional reader's "basic human need for a beginning, middle, and end in fiction", has been altered by the philosophical and historical crises of the twentieth century; the human condition now is "no longer order, but entropy. The leakage of energy." (p. 11) Modern Canadians have, as a result, lost our sense of perfection. It is now the job of contemporary fiction to reconnect us, "to return us to the service of the gods." (p. 12) He suggests that the writer of modern fiction is, in fact, a modern alchemist who seeks to return us to the fictional "perfect person". (p. 18) In the twenty- two stories of his collection, he sees writers working through the various stages of alchemy: calcinatio (to burn); solutio (to dissolve); coagulatio (to coagulate); sublimatio (to become gaseous); mortificatio (to die); separatio (to separate); and coniunctio (to combine).

The stories in the collection are all written by contemporary writers, most of whom appear to have been born in the 1940's and 1950's. Their subjects range from realistic views of lower and middle-class characters to "multilevelled formal structures, [with] elements of parody and metafiction." (p. 13) In general, plots are non-traditional. The writers' styles tend to be direct and factual -- an expression of characters' attempts to extract meaning from a meticulous record of events and facts.

In terms of accessibility, Hancock's introduction, built largely upon his alchemy paradigm, is far too esoteric for the average or even superior secondary student. The stories, however, are often very accessible, and might be useful to challenge senior students' preconceptions of the genre or to expose them to contemporary, professional writing. Content might be an obstacle for some students: for the most part, characters are mature adults with adult concerns and worries. This adult focus would likely make the collection appropriate only as an additional reference for senior secondary English or creative writing students.

R.Redford, English teacher, Centennial School, School District #43 (Coquitlam).

F Mayse, Arthur.
Handliners' Island. -- Harbour, 1990. -- 152 p. : ill. -- ISBN 1-55017-025-2. -- $12.95.

British Columbia - Fiction // Salmon fishing - Fiction.

In an effort to earn $800 so that his grandfather's ranch will not be lost when the bank forecloses, Paddy Logan and his Kwakuitl friend, Mayus, spend the summer on Diable Island near Prince Rupert handling for coho. The two boys earn the respect and friendship of Lynn, Hutchins, and experienced handliner and the emnity of two rough salmon poachers. They are visited by native ghosts, have a variety of adventures, risk life and limb and grow.

The story has some local colour, describes some native skills, tells some native stories and takes place in 1946. The story is full of technical details about salmon fishing and fishing boats. But there is too much wrong with the book.

Arthur Mayse is a B.C. journalist and author, and Harbour Publishing has produced some the the best B.C. books his one does not meet the mark. Let us look at the book, itself. On the plus side, it is a large paperback, has used white space well, is not too densely printed and has attractive black and white drawings. But, Paddy is 13 and I would guess that the book was aimed at kids of the same age. Unfortunately there are few Grade 7 to 9 readers who would be attracted to this book -- it looks too childish. The book might appeal to younger kids, but the vocabulary is too difficult and too technical. The author tries to use all the appropriate technical terms for bats and fishing, but fails to put words in a proper context so that they make sense to those unfamiliar with the jargon. For example, "...the black seiner launched the net skiff. Red Dunc dropped to the bottomboards and settled himself on a thwart." In addition, the author attempts to develop characters through dialogue that is difficult to read. The local fishermen, Mayus and other natives, and Paddy's grandfather all speak in dialect. If kids had never heard a Scottish brogue, would they make sense out of "yon saucy beast came strollin' down the auld logging road. ...I made a nice wee sum sellin' the hairt an' whiskers..." ?

There are little things about the book that strike wrong. Its June near Prince Rupert, and there are days on end of searingly hot weather and the red runner beans are ready for picking. That's not right. The boys arrive on Diablo Island and are greeted by gulls, mergansers, goldeneyes and buffleheads. Those birds would have migrated by the end of June, replaced by ruby-throated loons. If an author wants to use local colour, it should be accurate.

My greatest criticism of the book is that it is dated. The author makes reference to feelings and attitudes that are no longer acceptable. It is not that the book takes place in 1946, in fact I could find little that reflected that historical period, but that things happen and are said that should have been edited : shooting and eating cougars, referring to Chinese as "puir misguided heathens", and calling native "Indians".

The book lacks conviction. The plot is trite, the characters without depth, the action predictable, the dialogue stilted. I cannot recommend this book.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

F Teece, Phipip.
Raincoast macabre. -- Ocra, 1991. -- 1991. -- 147 p. : ill. -- ISBN 0=920501-57-5.
Horror - Fiction // British Columbia - Fiction // Short stories, Canadian.

Orca Book Publishers
P.O. Box 5626, Stn. B
Victoria, B.C. V8R 6S4

Raincoast Macabre presents an array of rather bland short stories which take place on the shores of Vancouver Island. Some of them are loosely based on local legends; others are entirely fictional. All spring from Teece's sailing experiences, and the folk he met.

I enjoyed particularly the Carnegie Library ghost story. As a youngster, I remember the dingy rooms and high ceilinged halls of the New Westminster branch. Had an apparition been able to glide by the desk of Miss Middleditch, it would have sought apt shelter in the dim stacks there. Coastal readers will find familiar haunts in this slim paperback collection: gruesome seacoast specters, grizzly secrets from the depths, mystical forest fantasies.

While perhaps suitable for school library shelves, I found the book lacked adult realism. Surprise ending "twists" were all too predictable. They occurred in every story, always in the last two or three paragraphs. Descriptions were often "plugged in". For example, "Water poured in rivulets from the long drapes of her hair over the glistening front of her saturated cotton raincoat." Missing was realistic dialogue. Coastal fishermen and loggers use more colourful expressions!

On the whole, Teece, is a good storyteller. Young adults will probably enjoy his first short story collection.

Murrie Redman, Teacher-librarian, Retired.

333.75 Vance, Joan E.
Tree planning : a guide to public involvement in forest stewardship / Joan E.
Vance. -- B.C. Public Interest Advocacy Centre, 1990. -- 148 p. : ill., maps. --
ISBN 0-9694680-0-8. -- $9.95.

British Columbia. Ministry of Forests // Forest policy - British Columbia -
Citizen participation // Forests and forestry - British Columbia.

Western Canada Wilderness Committee
Attn. Sue Currie
20 Water Street
Vancouver, V6B 1A4

"This handbook...is an instruction manual developed to assist members of the public who wish to use the system to a maximum effect, and change it where it is deficient." (p. 3) A selection of chapter headings gives an idea of the topics and the approach: "The Existing Public Involvement Procedure", "The Lack of Appeal Mechanism", "The Way the Ministry of Forests Personnel See Their Job", "There are Other Ways to do it", "Statutory Framework", "Policy Framework", "Development & Analysis of Opinions", "Things You Can do", "What is Effective Public Participation?". These chapters occupy the first 77 pages of the book. The last 70 pages, from a variety of sources on the use of forest resources, consist of 14 appendices providing statistics, opinions, maps and charts.

Joan Vance worked with the Western Canada Wilderness Committee in obtaining "photographs and knowhow". (Acknowledgements) "The Ministry [of Forests] also retained a resource consultant to review a final draft of the handbook. The comments and discussion from this review were helpful in ensuring that information was current and criticism, if felt necessary, was fair and focussed." (Acknowledgements) Vance is a lawyer with the B.C. Public Interest Advocacy Centre. The centre, which also published the book, provides counsel to assist unrepresented or under-represented public interest groups. It is funded by the Law Foundation of B.C.

Tree Planning deals with the concern that the public should be involved in the use of B.C. forest resources: "It is clear from actual experience that in Ministry's management of Timber Supply Areas, non-timber values are secondary to timber values." (p. 6) Vance feels that there are economically viable alternatives to logging old growth forests. She is optimistic that the public can make a difference in how forests are managed and that the future will see Community Forests Boards running B.C. forest for the benefit of all citizens.

The book has a reading level of College on the Fry scale. It would be of use to teachers and senior students who wish to gain insights into forest management in B.C., how the Ministry of Forests works, and/or how to form public interest groups. It will be of particular interest to those who wish to become involved in forestry groups.

William H. Scott, Teacher-librarian, Hope Secondary School, School District #32 (Hope).

371.97 NESA activities handbook for native and multicultural classrooms, volume two /
compiled by Don Sawyer and Art Napoleon. -- Tillacum, 1991. -- 120 p. --
ISBN 0-88978-230-X. -- $14.95.

Indians of North America - Education // Minorities - Education.

Tillacum Library
c/o Arsenal Pulp Press
100 - 1062 Homer Street
Vancouver, V6B 2W9

This book has been designed to be used by educators who have native students in their classrooms. Three areas are explored: "Defining Culture', "Indian Identity", and "Education and Community Development". These areas are looked at through twenty-two different activities. Each activity takes from thirty minutes to two and one half hours.

The authors, both well-known among those involved with native education planning, have designed or supervised the design of the various activities as opposed to the first volume where a number of the exercises were borrowed from other sources.

While the book is intended for use with classes containing native students, many of the exercises could be adapted and used with other ethnic minority groups. Any teacher using the material in this book will need to be very familiar with the exercises before presenting them to a class. The teacher will need to be prepared to explain what is expected. A good example of the need to explain occurs in the first exercise:

Reasons for Ethnic Identification". Students are asked to respond to statements like "Pride in one's ethnicity is the only positive way to respond to being a visible minority in a mainly Euro-Canadian society". A number of students of almost any age would really need to have sentences of this nature explained.

The handbook is not one that needs to be purchased by every school library. It is a publication that should be available to teachers, especially those working with native or other ethnic groups. There definitely should be a copy in the professional libraries of school districts.

J. Patrick Romaine, Teacher-librarian, A.L.Fortune Secondary School, School District #89 (Shuswap).

398.2 Rossetti, Bernadette.
Musdzi 'udada' = The owl : a Carrier Indian legend. -- Yinka Dene Language Institute, 1991. -- 36 p. : ill. -- ISBN 1-895267-00-5. -- $8.95.

Carrier Indians - Legends // Indians of North America - British Columbia - Legends // Owls - Folklore.

Yinka Dene Language Institute
RR #2, Hospital Road
Vanderhoof, VOJ 3AO

Two charming books from the Yinka Dene Language Institute join the small collection of First Nation's children's books available in B.C. (Cherly Bibalhats is reviewed in later pages .) The English and Carrier language text of these books is printed side by side. Audio cassettes of each story in the soft Carrier language are also available. Schools and libraries will want to have these books in their collections.

Musdze 'Udada" or The Owl written and translated by Bernadette Rossetti, an elder of her band, is a legend told in many Dene communities. It is the story of a small boy who refuses to go to bed, of the owl who steals him away, and of a father's love for his son as the father searches for his little boy.

The language is simple, almost stark as befits the folk genre, but the tale is rich. The gentle watercolour illustrations by Roman Muntener capture and enhance the legend's unusual blend of sweetness, mystery and humour.

Recommended.

Linda Lines, Teacher-librarian, Montecito Elementary School, School District #41 (Burnaby).

574.971 Enviro-Canada Series 1 [picture]. -- J & L MacPherson, 1990. -- 7 study prints : col. + 1 teacher's guide with student worksheets (100 p.).

Natural history - Canada // Ecology // Canada - Climate.

J & L MacPherson Educational Service Ltd.
3030 Collens Hill Road,
Kelowna, B.C. V1Z 1P5

The posters portray seven representative Canadian ecosystems ranging from the Arctic Tundra to the Grand Banks of Newfoundland. Each ecosystem is approached in an identical manner. Watercolour illustrations and accompanying captions are organized under the heading of atmosphere, animals, plants and soil. Additional information regarding the above topics is given in paragraph form at the bottom of each poster.

An accompanying teacher's guide consists of teacher information and keys, student reference and worksheets, as well as research suggestions. While the majority of units in the guide serve to complement the posters, additional units deal with an introduction to the environment, studies of climate and atmosphere in the world, including specific regions of Canada, with particular emphasis on British Columbia weather patterns. The concluding unit deals with a short diagram history depicting the evolution of environmental changes.

Information and worksheets are presented at three levels - Grades 4 - 7, Grades 8 - 10, and Grades 10 - Adult. Several informative charts and diagrams are included which could be reproduced on an overhead for class use. Various levels of Bloom's Taxonomy are represented in the questions posed at each level.

While there are some weaknesses in the overall statements and questions of this package, it provides a starting point to the general study of ecosystems, with particular emphasis on Canadian ecosystems. The sale of photocopying rights for five years starts at 50 cents per student, based on total enrollment of the school. The price decreases to 25 cents per registered student if the package is purchased for district use.

Hilda Mitchell, Teacher-librarian, Pearson Road Elementary School, School District #23 (Central Okanagan).

782.42 Wright, Jeni.
Bedtime blues [sound recording]. -- Dinosaur Productions, 1988. -- 1 sound cassette.

Songs.

Jeni Wright and the Dinosaur Revival Band
c/o Dinosaur Productions
3521 West 28th Avenue
Vancouver, V6S 1S1

This cassette has 11 titles suitable for use in a school. The topics of the songs suggest use by teachers in their music curriculum and integrated programs (Language Arts, Social Studies, Science, and P.E.). The titles are: "The Dinosaur Dip", "Bedtime Blues", "Noises", "Talking On the Telephone", "Water", "Sea Shanty", "What can I do with My Hands", "Rabbit Foo Foo", "Zum Gali Gali", "Dinosaur Revival", and "Little Red Bird". Some of the songs are fast-moving, while others are slow lyrical tunes. A few of them have suggestions for actions. The lyrics are not included with the cassette but are available from the author.

Jeni Wright, the author of seven of the titles and performer of all, is from England, but has lived in Canada for twelve years. She has sung and performed for children for eighteen years in Israel, England and Canada. She does public performances with her puppets, costumes and dinosaurs in schools, daycares, parks and festivals. Her more recent cassette includes more titles on dinosaurs and the environment.

Some of the selections have children joining in with Wright as she sings. Children's music cassettes often have overpowering accompaniments, so that one cannot hear or understand the lyrics. This tape is outstanding in that it has clear sounding lyrics so that children and adults can hear the words and learn them.

The audience for this cassette is children at home, in pre-school, and in the primary grades. Purchase by public and school libraries is recommended.

David Boettcher, Teacher-librarian, Walter Moberly Elementary School, School District #39 (Vancouver).

782.42 Wright, Jeni.
Rockysaurus and friends [sound recording]. -- Dinosaur Productions, 1991. --
1 sound cassette = 1 lyric sheet.

Songs.

On first hearing, this is a bright and lively tape with cheerful melodies and upbeat rhythms that stay in your mind. A variety of musical styles are presented, and while some might appeal more to adults than to very young children the instrumental rhythms come through clearly and are often what hold the songs together. Overall the music is energetic and cheerful and the reproduction is excellent.

On closer examination, however, the lyrics present some problems. It is my belief that in a whole language environment, children should be exposed to the best use of language and the best examples of patterns. Unfortunately, this tape does not meet these criteria. Too often the lyrics do not flow and the language is awkwardly contrive to try to maintain a semblance of rhyme. In one instance the word "you" is used instead of "him" for the sake of the rhyme, and such pairs as gift/list, up/muck, slush/wash, candy/money, among others do not serve as good examples for youngsters who are learning to recognize rhyming patterns. "Animal Munchies" is a repetitive story, but the awkward rhythm and rhyme detract from,rather that enhance, the telling. The somewhat disconnected moral tacked on at the end seems quite unnecessary.

I also wonder what age level this tape is aimed at. Some of the songs like "Rockysaurus", "Missing" (about a lost teddy bear), "Dinosaur Dip", and "Animal Munchies" seem to be for very young children. "Running Shoes" refers to going to a school dance, while "That's What We're Doing" and "The Earth Belongs to Everyone" are loaded with very heavy environmental warnings. While these last two might tie in nicely with an environmental studies unit or a recycling project, I would find them disturbing without a fair amount of adult interpretation. They do not seem to fit in with the early primary subject matter of the other songs.

This tape may have some uses under a skilled teacher's direction, but I cannot recommend it for general library circulation.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands)

819.08 More than our jobs : an anthology / edited by Glen Downie and Pam Transfield. --
Pulp Press, 1991. -- 193 p. : ill. -- ISBN 0-88978-231-8. -- $12.95.

Work - Literary collections.

More Than Our Jobs: An Anthology is a collection of poems and essays written by members of the Vancouver Industrial Writers Union. The contributors have a diverse range of backgrounds -- office worker, teacher, carpenter, doctor, to name a few. They share a common interest in their writing, that of the relationship between their working and personal lives. Each expresses their feelings of how the world of work effects one's ties with community, loved ones, families, and friends; and how these factors interrelate.

The book is divided into sections, and the works within each are loosely related under such heading as "Initiation", "Off-Hours", "Allegiances", and "Choices". The poetry entries are written in free verse interspersed with short essays. There are a few black and white photographs and drawings and an effective cover picture of the workplace during an earlier era. The format is uncluttered -- blank pages and lots of white space convey a quiet tone. A table of contents and a short biographical sketch outlining the accomplishments of each author are also included.

This material shows a definite sensitivity to the joys and trials of our lifestyle to which, I think most young adults can identify. I would recommend this selection as a supplement for a senior English program.

Barbara E. Stepney , Teacher-librarian, Gladstone Secondary School, School District #39 (Vancouver).

819.1 Zonailo, Carolyn.
The taste of giving : new & selected poems. -- Vancouver : Caitlin Press, 1990. --
147 P. -- ISBN 0920576303 : $10.95.

Canadian poetry.

Carolyn Zonailo is a lyric poet who writes about her doukhobor heritage, myths, the seasons and places, and love.

Her poems often have as a starting point something common place - a stray cat begging for love, a bird in her study, a woman walking a dog, a grub in the garden - which through her poetry she transforms with image and meaning. "Yesterday: a bird in the house / Caught in the illusion of space, it beat / its beak against the windowpane.... I can see you growing bird-like / your hair turning glossy as feathers / and you finally, at last, learning to fly." In the last poem in this collection she sees herself, the poet, receiving gifts from women who have gone before her: "stories of struggle and survival.... a scrimshaw pin.... a crucifix". By remembering them in verse she becomes the gift-giver.

Many of her poems could be integrated in Social Studies units. Why not start a unit on immigrants and immigration by reading "Heritage", in which she explores the beliefs of the Doukhobors and evokes visual images of these women living in an alien society? "On the deck / lying nude / I remember / there's a tradition / of walking naked / in my history.... Doukhobor women who, lacking horses / or oxen, / harnessed themselves to the plow / know the power of their body / break rules of government / by stripping their clothes / their faith / as spirit wrestlers' / sure as their borscht-fed buttocks." Or "Arson Trial, Crown vs The People:?

Recommended for High School collections.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

819.1 Atkinson, Ron.
A fire in the rain. -- Oolichan, 1991. -- ISBN 0-88982-106-2. -- $9.95.

Canadian prose literature.

In this collection of 52 short essays, Ron Atkinson, a former teacher of music, university counsellor, and a minister of the United Church of England, muses on every day occurrences of life on the coast of Vancouver Island. The weather, the birds, nature, - all trigger reflections. On the fog: "When we are in the fog it is as though we are in a round world. No matter where we go we are at the centre, although in a penumbra of agnosticism." On stillness: "We learn the healing embrace of stillness from daily gifts of quiet things, the wordless communication of rocks and roses, bread and sunlight, old shoes in moonlight, loon songs and boys' songs and old lovers' wordless peace.: On the welcoming fire lit on the beach of Kingcome Village: "It is good to share bread and barbecued fish on a beach in the presence of a fire in the rain, for all life burns in kindred musing."

Atkinson's positive approach to life and his celebration of the ordinary give the reader an inspiring message. Library Resource Centres that want to enrich a collection that perhaps only contains Kahil Gibran's The Prophet, and Anne Morrow Lindbergh's A Gift From the Sea should consider this book for purchase.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

819.8 Pineo, Mari.
Spring floods : poems, short stories and a play. -- Jupiter, 1990. -- 59 p. --
ISBN 0-9694858-0-8. -- $7.00.

Canadian literature

Jupiter Publishing
8358 Rumming Road, R.R. 1
Lantzville, V0R 2H0

Spring Floods is a readable collection of short works for adults. I would not recommend it for secondary school students.

The subjects of the poems, short stories, and the play are marriage breakdown, interpersonal relationships, alcoholism -- in short, social problems. It is interesting to see these subjects treated in different literary forms in the same slim volume. College creative writing classes might find a comparison of the topics and forms worthwhile.

I particularly enjoyed the story "Meetings: a Story in the Form of a Memoir", which is reprinted from Queen's Quarterly, Spring 1984,for its fast pace and spare dialogue.

Betty Errington, Teacher-librarian - Retired.

920 Drew, Dick.
The Canadian achievers : how they did it, how you can do it, why you should do it. --
Drew, 1991. -- 200 p. -- ISBN 0-9695229-0-8. -- $17.95.

Canada - Biography // Success - Biography // Achievement motivation.

Drew Publications
202 - 2006 Main St.
Vancouver, V5T 3C2

Dick Drew, broadcaster, radio station owner, writer and marketer, is also a tireless promoter of Canadians and their achievements. Over the years, he and his wife have developed various network radio programs, many of which have highlighted Canadians and their business and personal successes. Their current syndicated program, "Canadian Achievers" / "Les Succes Canadiens" was launched in 1985 and is heard from coast to coast on about 150 radio stations. Says Drew "each day I share with my audiences the story of a living Canadian who is achieving his or her goal. The emphasis in placed on human achievement focusing on Canadians from all walks of life, every corner of Canada. The series is committed to the fact that Canadians can be successful as well or better than anyone else."

This book consists of 159 stories from the radio series and 27 editorials, taken directly from some of Drew's radio programs. The short editorials deal with topics such as "Canada - the Land of Opportunity" and "New Years [sic] Resolutions - Think Positively". Some stories feature such well-known Canadians as Nancy Green-Raine, Gordie Tapp, Wayne Gretzky and Arthur Hailey, but the majority of the Canadians highlighted are far less famous. For instance, there is Dr. Virginia Gudas, who was the chief heart transplant surgeon at Vancouver General Hospital; Ron Foxcroft, the inventor of a better sports and safety whistle; and Rachael Zimmerman, who, at the age of 13, developed a computer based method of communication for people who cannot speak or write.

All of the stories are short and are very easy and fast reading. They could more appropriately be called vignettes. There is not a whole lot of factual information in many of the stories, but each story certainly does provide a positive role model. There is a name index. I can see the book as potentially useful in working with special students who need very short, easy biographical information presented in a 'real' book format. The promotion for the book uses phrases like "confidence in Canada',. "enthusiasm for the future", "seize opportunity", and "shaped a successful career". The stories are so positive in tone that they may very well inspire confidence in some students. However, the writing style is inspirational, almost to the point of being evangelical and the short pieces are structured to catch the attention of a radio audience.

The book will be useful in a secondary school collection which needs this type of material.

Anne M. Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

971.1004 Thompson, Sheila.
Cheryl bibalhats = Cheryl's potlatch. -- Yinka Dene Language Institute, 1991. --
36 p. : ill. ISBN 1-895267-02-1. -- $8.95.

Potlatch // Carrier Indians - Rites and ceremonies // Indians of North America -
British Columbia - Rites and ceremonies.

Chery Bibalhats or Chery's Potlatch is written in English by Sheila Thompson. The Carrier text is by Dorothy Patrick and Susie Tress of Burns Lake, B.C.

Thompson's text is informative and engaging. Read how Cheryl introduces her potlatch:

Today I get my new name at the
potlatch.
Potlatches have been held by native
people for a long, long time. They
are celebrations that bring all the
people of my community together.
Potlatches are held at important
times. Today's potlatch is to give me
my new name.

The appealing colour photographs by Tim Swanky extend the text by revealing the warmth of Cheryl's family and community. What is remarkable is the simple verity which informs both the prose and the photographs of this book. No hint of the cuteness or romance which can trivialize a book about children or native people taints this account of a modern day potlatch.

The rhythm of the text, the photographs, and the evocative sketches by Roman Muntener entice the reader through this lovely book.

Recommended.

Linda Lines, Teacher-librarian, Montecito Elementary School, School District #41 (Burnaby).

971.404 Canada, adieu? : Quebec debates its future / translation and commentary
by Richard Fidler. -- Oolichan / Institute for Research on Public Policy,
1991. -- 328 p. -- ISBN 0-88982-112-7 (Oolichan). -- $19.95.

Quebec (Province) - Politics and government - 1998 - //
Canada - Constitutional law - Amendments.

Canada Adieu is a compilation containing extracts of testimony presented at the Belanger-Campeau Commission, as well as comments by translator and compiler Richard Fidler. The commission met in November 1990 for a three month period. Invited to make submissions were: native groups, cultural organizations and specialists in various fields including political scientists, economists, geographers, demographers, sociologists, legal scholars and members of various artistic and literary groups.

The commission's main objectives were: provision of highlights of the constitutional debate, strategic options for Quebec, and possible courses of action. As one can imagine, the scope is considerable and the book mirrors the proceedings. Under discussion in the text are: independence vs federalism;

economic costs and benefits; and the concerns of labor, agriculture, women, native groups, anglophones and francophones inside and outside Quebec.

The publisher's spokesman, acknowledged that the main goal in publishing this work was to "bridge" the intellectual gap between French and English Canada. While the text is informative, this reviewer found that the differences referred to euphemistically were not bridged. Indeed, I found it ironic that a spokesperson for one of the publishers - The Institute for Research on Public Policy described these differences as "modest". After reading this work I found the differences compelling. Still, the book is fascinating reading, with many of the topics lending themselves to discussion, analysis and debate. The text is informative and succinctly written and will be an excellent source for student researchers and debaters. The book contains a table of contents, glossary of acronyms and appendices on the Constitutional Acts of 1867 and 1982.

The reading level according to Fry is at the senior secondary level. Buy this book and read some of the passages to students, together with extracts from the Spicer Commission. Interest and controversy are guaranteed.

Ken Knutson, Teacher-librarian, Dr. D.A. Perley Elementary School, Grand Forks School District.

"BCTLA Reviews" is co-ordinated by: Val Hamilton, Penny Haggarty, and Debra Simmons
c/o Vancouver School Board Curriculum Resources,
2530 East 43rd Avenue,
Vancouver, BC V5R 2Y7,

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the "BCTLA Reviews" editor:

Dianne Driscoll
816 Alderside Road
Port Moody, BC V3H 3A5

Reviews are edited by Dianne Driscoll.

Classification and cataloguing information is provided as a professional service to the British Columbia Teacher-Librarian' Association by the Vancouver School Board Curriculum Resources section.

District Principal: Liz Austrom Manager: Penny Haggarty Cataloguer: Pat Mills

The Canadian Education Index regularly scans and indexes "BCTLA Reviews" which is published in The Bookmark.

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

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F11-05/Revised July 1991

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45 ☐ $35.00 Immersion/Cadre (K-12)	54 ☐ $30.00 Physical Education (K-12)	65 ☐ $50.00 Computer (K-12)
46 ☐ $45.00 English (8-12)	55 ☐ $51.00 Primary (K-3)	66 ☐ $38.00 Environmental Ed (K-12)
47 ☐ $45.00 Home Economics (8-12)	57 ☐ $40.00 Science (K-12)	67 ☐ $35.00 Rural (K-12)
48 ☐ $50.00 Intermediate (4-7)	58 ☐ $38.00 Technology (8-12)	68 ☐ $40.00 Peace & Global Ed (K-12)
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[illegible] H: 922-5654

plementing Cha[illegible]

Bill Scott
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V0X 1L0 H: 869-5238

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